non-parishioners; $300 for Sacred Heart parishioners and $350 for others; and $350 for St. Columba's students.

Finally, the parish subsidies as a percentage of school income were: St. Patrick's, $1,621 (3.25%); St. Francis, $14,196 (37%); Sacred Heart, $5,342 (8.7%); St. Columba, $1,677 (3.28%). (St. Patrick's received $30,000 of its $49,935 income in the form of a diocesan subsidy.)

Projections. Projections were made regarding line items: school enrollment, class size, per pupil expenditure, per pupil deficit, tuition per family, percent of budget to salaries, costs of instructional materials, and plant operation and maintenance. Appendix B shows these clearly. Anticipated per pupil deficits were: St. Patrick's, $5.00; St. Francis, $68.00; Sacred Heart, $30.00; and St. Columba, $65.00. No grounds for hope can be discerned.

From these data we were now gleaning more specific information with policy implications on all the problematic categories initially identified in the Diocesan survey. The only subobjective not mentioned here is Academic Achievement. This information was available through annual testing, and was shared with parents, teachers, and students.

Chapter I, Table 5, presented the 1973 grade equivalent composite scores. Table 8 here presents a comparison with 1975 figures.

TABLE 8

Comparison of Grade Equivalent Scores for the Four Schools, 1973-1975

School	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	1973	1975	1973	1975	1973	1975	1973	1975	1973	1975	1973	1975	1973	1975
St. Patrick's		1-4		2-1		3-1		3-1		4-7		5-8		6-6
St. Francis		1-1		3-1		3-8		3-4		4-8		6-3		5-2
Sacred Heart		1-6		3-3		3-8		4-7		5-2		7-2		8-1
St. Columba		1-7		2-9		3-8		4-9		4-8		5-6		6-6
4-school average	1-4	1-4.5	2-1	2-8.5	3-1	3-6	3-8	4-0	4-7	4-9	5-8	6-2	6-6	6-6
3-school average (excl. Sacred Heart)		1-4		2-7		3-6		3-8		4-8		5-9		6-1

The inferences the writer makes from Table 8 are that Sacred Heart's scores are higher in grades 6, 7, and 8; that the general tendency is for the better; and that without Sacred Heart, the schools are truly hurting in the upper grades.

Event: Coordinator's Progress Report

A Progress Report prepared by the coordinator was presented to the Diocesan School Board, a representative body which met monthly, and which has a Planning Committee meeting regularly and frequently.

Significance. This draws attention to subobjective 3 of the third Process Objective, "Policy Formulation, Information Sharing" (p. 43), the sharing of information for policy formation at all levels. The writer and the coordinator were constantly reporting from Interparochial School Board meetings to other bodies and officials of Church and community. It also fulfills subjobjective 2 of the sixth Process Objective regarding "internal" and "formative" evaluation sharing through the process (p. 46).

Event: Building Inspection Report

A building inspection report was made to the Interparochial School Board at a meeting held at St. Patrick's School. The report was made by the firm of McClure and Messinger. (See Appendix F.)

Significance. Subobjective 6 of the second stage of the plan (p. 42) was attained. Structural engineers, architects, and pest control investigations were conducted. The structural assessment from the viewpoint of earthquake safety was shattering. Six buildings were investigated, albeit "visually and cursorily," by an engineering firm. A most significant factor was stated thus: "It is inevitable that each of these schools will be subject to at least one great earthquake in their remaining lifetime." The findings were as follows, on a scale of Good, Fair, Poor, and Very Poor.

St. Francis School	Very Poor
Sacred Heart School	Fair
Sacred Heart Gym	Poor
St. Columba School	Fair
St. Patrick's School	Poor to Very Poor
St. Patrick's Gym	Very Poor

The architects' report may be harshly summarized: "If one applies contemporary educational standards of classroom size and environment to the four schools, only Sacred Heart would satisfy the standards." However, more information is worth quoting:

> The structural problems existing in the St. Francis School present a high risk of injury and loss of life in the event of an earthquake. . . .
>
> It is our recommendation that St. Patrick School and its Cafeteria/Gymnasium be torn down. . . .
>
> St. Columba's has some structural deficiencies which may require correction. . . .
>
> Sacred Heart School has some minor structural problems. . . .

Finally, the Pest Control Inspection Report goes into exhaustive detail, and the following is a litany of recommendations:

> Remove surface fungus. . . . Remove damaged wood floor. . . . Remove wood pads. . . . Remove and replace access opening door. . . . Remove damaged treads and stringers and replace. . . . Remove and replace damaged treads and decking. . . . Cut off base of door jambs. . . . Remove and dispose of cellulose debris. . . . Repair termite damaged hardwood floor. . . . Remove surface fungus. . . .

Only Sacred Heart survived with a single criticism of the roof overhang and skylights.

Event: Request for Second Building Inspection

The pastor of St. Francis requested a second building inspection by another firm of structural engineers.

Significance. The triple-negative judgment made in the first report, especially on St. Francis and St. Patrick's schools, was contested, and the pastor's request instigated a second building inspection.

Event: Second Building Inspection Report

This second report was made to the Interparochial School Board at a meeting held at Sacred Heart School. This report was prepared by the structural engineering firm of Shapiro, Okino, Hom and Associates. (See Appendix G.)

Significance. The second report fully endorsed the first. It summarizes as follows:

> . . . Their [the first firm's] observations and conclusions are correct. . . . St. Francis . . . this building is essentially a textbook version of a hazardous building. St. Patrick's School is rated "Poor to Very Poor." Again, I am in agreement. . . . While not asked to comment on the gymnasium building, I did agree with [McClure & Messinger's] rating.

This development accelerated and increased pressure for Policy Formulation and Evaluation as expressed in the Process Objectives outlined on pages 42-44.

Event: Emergency Meetings of the Board

The Interparochial School Board met both regularly and by urgent request. The main concern now centered on the future of St. Francis de Sales School.

Significance. The Interparochial School Board was now confronted with several alternatives generated by the reports regarding St. Francis School. These included continuation of the School, its demolition, and its transition status.

Event: Request of St. Francis Parish Council

On January 12, 1976, the Parish Council of St. Francis wrote to the Bishop asking for a Diocesan activity center to replace the condemned school without displacing the educational program. The School Board and Parish Council Executive Committee generated six alternatives through a questionnaire and discussions.

Significance. The fifth Process Objective of the plan, "Policy Selection" (pp. 44-45), required scrutiny of

alternatives. The status quo was doomed. The abandonment of the school was contrary to all expressed inputs. What were the intermediate alternatives: Portable 32' x 32' classrooms for $22,000? Or $350 monthly? Or 20' x 52' buildings at $360 monthly (plus costs) for three years? Or 24' x 38' buildings at $435 per month for four years?

There were several alternatives available to St. Francis. Other suggestions referred back to the "Take-Part Workshop" ideas: (1) A pod system envisaged new buildings at St. Patrick's and St. Francis with separate primary, middle, and junior high buildings. (2) A variation on this was to reconstruct St. Patrick's buildings while replacing the gymnasium with a new combined junior high/community center. (3) A natural compromise suggested was a halfway site for a new school serving both St. Patrick's and St. Francis. (4) Another obvious plan was to have grades 3-6 at St. Patrick's and the rest, grades K-2 and junior high at St. Francis. (5) A fifth plan adverted to previously uninvolved St. Augustine as a possible junior high site. (6) Finally, St. Francis's suggestions looked to Ivan Illich's "convivial webs" or a "cellar system" of community-situated learning centers.

All the above were developed in a principled way—recalling the criteria of Process Objective 4 (p. 44)—and evaluated pro and con.

Event: Decision of Sacred Heart

On February 28, 1976, the pastor of Sacred Heart parish wrote a letter rejecting any sharing of resources. Other alternatives were suggested. (See Appendix J.)

Significance. The traditional parish concepts of territoriality and separate identity were spelled out. However, the following suggestions were offered: (1) Sacred Heart Gym sould continue to be available on a "controlled basis." (2) Sacred Heart Gym might be used for part of St. Francis's educational program in conjunction with St. Francis site portables. (3) St. Patrick's should switch to portables while planning and building a new school. (4) "Four distinctly different but valuable administrations, philosophies, and educational approaches are at work with success. Continue planning with an eye and ear to finding another site for Junior High students from four schools. Again, invite St. Augustine into planning. . . ."

Event: Suggestions by St. Columba's Staff

Significance. These suggestions were: (1) Lease a public school building for at least a year. (2) Use portables at St. Patrick's while building a new school. (3) Have K-4 at St. Francis in portables, and place intermediate grades in Sacred Heart's School for the Deaf, which is moving to Orinda. Retain St. Francis as a distinct school in order to receive federal funding. (4) Investigate St. Augustine as a possible Middle School. (5) Consolidate two schools and

build a large educational complex which would also serve special learning problem needs for the whole area.

Event: Meeting of Planning Committee with the Bishop

Significance. At this meeting all the previously listed ideas and alternatives were considered: (1) Rebuild all four "Poor to Very Poor" buildings. (2) Build a new Middle School for grades 5-8 central to four "feeder" schools. (3) Replace St. Francis with the new Middle School. (4) Use St. Augustine as a Middle School. (5) Build a special remedial center at St. Francis. (6) Exchange students between St. Francis, Sacred Heart, St. Augustine, and elsewhere.

These ideas are listed for clarity, not priority. Also, the last few suggestions combine to convey accurately the impression of almost frantic scrambling for solutions. This Practicum Report has listed long-range planning ideas; short-range suggestions were extremely numerous.

Event: Bishop's Offer

On March 31, 1976, a letter from the Bishop promised to support a 1976-77 educational program for grades K-4 at St. Francis by providing a new building for this purpose at Diocesan expense.

Significance. The third criterion of Process Objective 4, "Policy Evaluation" (p. 44), that all four schools shall

be maintained during the implementation of the plan, was upheld or imperiled, depending on the viewpoint.

Event: Request to Neighboring Schools

A circular was prepared and sent to other parochial schools requesting information regarding the placement of St. Francis students from grades 5-8 in these neighboring schools.

Significance. A spirit of trans-parochial solidarity was evidenced in the generous and sufficient response to the circular. All St. Francis grades 5-8 students were eventually reassigned.

Event: Special Meeting re Middle School

On May 17, 1977, a special meeting was called to consider the Middle School concept. Public school and University experts also attended this meeting. (See Appendix H.)

Significance. The Middle School concept, distinct from junior high, had frequently been mentioned. This meeting attempted to clarify the Middle School/Junior High distinction and to relate theory to the Oakland project. Seven schools were under scrutiny as potential feeders. These were: St. Augustine, St. Columba, St. Francis, St. Leo, St. Patrick's, Our Lady of Lourdes, and Sacred Heart. The map on page 70 interrelates the seven schools and introduces Our Lady of Lourdes School. The total potential student enrollment, as listed at the May 17 meeting was 152 fourth graders, 167

fifth graders, 163 sixth graders, and 187 seventh graders, a total Middle School population of 669.

The theory of the Middle School can perhaps be summarized as "a reincarnation of the one room school concept." Joseph Huber explains further:

> A list of seven distinguishing features . . . includes team teaching, flexible scheduling, individualized instruction, independent study, tutorial programs . . . humanization . . . openness.[2]

More functionally, McGlasson says:

> Probably the best definition of a middle school must come in terms of program—a program of transitional education which assists boys and girls to move from elementary to secondary education with maximal success.[3]

The distinctions between Middle School and Junior High are clear to experts. For example, Donald Eichhorn speaks confidently of transescence: "Transescence is the stage of development which begins prior to the onset of puberty and extends through the early stages of adolescence."[4]

Dilg and Gatewood base their explanation of the Middle School on this precise stage: "The middle school seeks to

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[2]Joseph D. Hubert, "How Innovative Is the Middle School?" Education Digest 41 (February 1976):36.

[3]Maurice McGlasson, The Middle School, Whence? What? Whither? (Phi Delta Kappa Educational Foundation, 1973), p. 28.

[4]Donald H. Eichhorn, The Middle School (New York: Center for Applied Research in Education, 1966), p. 3.

make education relevant to the needs and interests of the individual as a transescent."[5]

Finally, McGlasson says that the Middle School has flourished because frequently it has found inspiring architectural expression.[6]

Search of the literature. An exhaustive search of the literature related to the Middle School concept was undertaken by the writer and the coordinator. In addition to the sources mentioned above, we gathered further information through the following efforts: (1) We made a search of ERIC Clearinghouse publications. (2) We contacted the local county offices of education and received archive copies or summaries of research on the middle school.[7] (3) We received copies of the literature and research as compiled by the field advisory teams of the Oakland Public Schools Educational Development and Services. Among these were memoranda from the late Dr. Marcus Foster in 1973 on the idea and advantages of middle schools written to his public school principals. (4) We contacted by phone all ten

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[5]Charles A. Dilg and Thomas E. Gatewood, The Middle School We Need, a report prepared for the Association for Supervision and Curriculum Development, 1975.

[6]McGlasson, p. 28.

[7]Educational Research Service, Inc., Summary of Research on Middle Schools (Contra Costa County Superintendent of Schools, CC 005 514).

Diocesan offices of education in the state of California and asked them to forward to us any written descriptions of middle schools or other forms of consolidation. (5) We wrote to other Diocesan offices of education in the United States which had a reputation for innovative planning and/or consolidation. Among these were offices in Dubuque, Iowa and Milwaukee, Wisconsin. We then proceeded to select the most pertinent literature and made our own compilation.

Identification of experts. Next, we identified seven prominent educators based in the Oakland-Bay Area who had a vested interest in and were conversant with the Middle School concept and the Northwest Oakland planning project. Sister Sebastian Adza (Project Coordinator) and the writer (Superintendent of Schools) invited the following experts to join us as a group to consider the Middle School issue: Sister Catherine Marie Kreta, Director of Education for the Sisters of Carondolet; Mrs. Electra Price, Director of Community Relations for the College of the Holy Names; Tom Brady, Vice-principal of St. Mary's High School; Sister June Kearney, Chairman of the Department of Education at the College of the Holy Names; Al Johnson, principal of a middle school in the Oakland Public School system; Don Wood, Financial Editor of the Catholic Voice; and Sister Madeline Rita Murphy, Associate Superintendent of the Diocese of Oakland.

Using the data collected by the Interparochial School Board (including school profiles, parent questionnaires, maps of the area, and the compiled research on middle schools), we prepared a package of materials for all members of the working group. They were asked to study the materials and to meet with us on Saturday, May 27, 1976, to formulate a plan for a middle school.

Event: Meeting of Experts To Design a Middle School Plan, May 27, 1976

Significance. Sensitive to the needs expressed in previous studies, including that of the "Take-Part Workshop," as well as to the general texture of the area, the group members proceeded to familiarize themselves with the various aspects of the situation in the following program of presentations:

Introductions
Historical perspectives
Slide presentation ("Take-Part Workshop")
Rationale
Explanation of packet materials
Questions
Explorations
Strategies

They then concentrated on five aspects of the plan:

1) Rationale and philosophy
2) Administration and staffing
3) Curriculum
4) Finance and plant management
5) Site, transportation and student enrollment

Conclusions of the experts (see Appendix I). The major conclusions of the day were:

1. Sacred Heart should become the Middle School for children in grades 5-8. This decision was based on (a) the location of the school, facilitating easy transportation for older children, and providing upward mobility for a racially integrated area; (b) size and good condition of building, with extra classrooms, good gymnasium, and the recently vacated School for the Deaf located on the same grounds; (c) stronger fiscal support base; and (d) more stable staffing, including the Holy Names Sisters.

2. St. Columba and St. Leo should maintain grades 1-4 and add a kindergarten if they chose. This would (a) provide them with more space; (b) concentrate their efforts on early childhood education; (c) enable them to manage with ease the financial support of schools with fewer grades; and (d) permit them to keep the younger children closer to home and thus avoid long bus rides across town.

3. St. Patrick's was to have the same options as St. Columba and St. Leo, with the added choice of maintaining grades 5-6 if they wished. This was because of the greater distance from St. Patrick's to Sacred Heart, and because the maintenance of grades 5 and 6 at St. Patrick's would conform to the structure of public schools in the area (i.e., a K-6 and 7-9 structure).

4. St. Augustine could tie into the plan if they chose to do so, with the same options as St. Columba and St. Leo.

5. A gradual phase-in program, extending over a four-year period, should be established. This would mean that the feeder schools would, during the first year, send their graduating fourth graders to Sacred Heart, while Sacred Heart, in turn, would not accept first graders in the same year. This practice would be continued until the phase-in process was completed.

6. The four participating schools and St. Francis de Sales should share proportionately in the administration and financing of the whole enterprise, based on a contract and formula to be approved by the Diocese.

7. The Diocese should underwrite any capital expenditure entailed by this joint consolidation, as well as provide an annual operational subsidy to bolster the proportionate parish subsidies.

Event: Meeting with Pastors and Principals

Acting on the advice of the Middle School consultants, the writer and coordinator met with the five pastors and five principals of the affected schools on June 1, 1976 in order to acquaint them with the plan and all its ramifications prior to making the plan public at the Interparochial School Board meeting scheduled for June 7.

Significance. There was little reaction from the pastors and principals at this meeting. They were asked to reflect on the plan and to give us their reactions at the June 7 meeting.

Event: Presentation of the Middle School Plan

The plan, with all its details, was outlined by the writer and Sister Sebastian Adza and was presented to the Interparochial School Board on the evening of June 7, 1976.

Significance. The pastor of St. Leo's parish and the principal of St. Leo School had been informed about the plan and had been made aware of the necessary inclusion of St. Leo's for the vitality of the plan. These two representatives were present at the School Board meeting, along with representatives from the four schools.

Reactions of schools and parishes. Several reactions were expressed at the meeting with the Interparochial School Board on June 7.

1. The pastor and principal of Sacred Heart announced that their school board, parent groups, and staff would not go along with changing Sacred Heart from a K-8 school to a middle school. Four days later they sent a letter to the writer inviting him to speak to these parish groups at Sacred Heart (see Appendix J).

2. The pastor and principal of St. Leo's also objected to their school being converted to a K-4 school.

3. St. Francis was about to be demolished and negotiations were already under way between the Bishop of the Diocese, the pastor of the parish, the parish council, and the Holy Names Sisters, centering around the cost of a new building to replace the old one and its suitability to house

a K-4 school (see Appendix K. Appendix K will serve to verify the negotiations and to provide a sample of the minutes of Interparochial School Board biweekly meetings).

Process is halted. In view of the reactions to the plan the writer and the coordinator deliberately decided that the best course of action, all things considered, was to abandon the cooperative planning process, at least temporarily. Reasons for this decision, which eventually resulted in the termination of the process, were as follows:

1. It was the end of a school year and the people involved in the process were tired, at times irritable, and needed to pause.

2. We had come to a crossroad, or perhaps had reached the culmination of a long process.

3. The Bishop of the Diocese, Floyd L. Begin, was nearing his seventy-fifth birthday and hence was about to retire. In addition, he was suffering from ill health and was becoming erratic in his decisions and behavior.

4. A new Bishop was about to be appointed. We knew that during his first year as Bishop he would be hesitant to endorse any plan with such complicated ramifications for his Diocese.

5. Already we had begun to notice signs of new life in the schools we were dealing with. We were not sure whether these signs of life were due directly to the planning and consciousness-raising that had been taking place, or whether

they were unforeseen side effects of or caused by extraneous factors. These signs of new life were evidenced by an increase in enrollment figures; stabilization of faculty, especially the religious Sisters; a willingness on the part of the official Church to subsidize these schools, and a stronger parental support.

Event: Demolition of St. Francis School (Appendix L)

Significance. Although the building has long been replaced in the planners' minds, nevertheless the demolition of the old building poignantly punctuated the criterion of the fourth Process Objective of our plan, that all schools should survive during the planning process.

Event: St. Francis Storefront School

The K-4 classes of St. Francis were relocated in a storefront school. Grades 5-8 students were successfully absorbed by neighboring Catholic schools. This storefront school was located on Harrison Street at 19th in Oakland.

Significance. The educational program has surpassed that carried out in the old buildings. A transparochial solidarity has been evidenced, and it was perceived to be the first leg in anticipation of the Middle School plan.

Event: Objection to Portables by Holy Names Sisters

The Superior of the Holy Names Sisters who staff Sacred Heart and St. Francis schools wrote a letter stating

that the portable buildings proposed for St. Francis were not suitable for a parochial school educational program.

Significance. Legitimate and differing values found expression in the choice of buildings for St. Francis. St. Francis de Sales is a renowned liturgical center, and worship is in some sense competing with the parochial school notion of education.

Event: Announcement by Pastor of St. Francis

The pastor of St. Francis de Sales announced that there would be no 1977-78 St. Francis parochial school, even for K-4 (see Appendix M).

Significance. This announcement obviously underlined the need to choose some version of alternative policies under consideration for St. Francis School.

Event: Diagnosis of Bishop's Incapacitating Tumor

Significance. Decision making had to be postponed until the Bishop could be replaced. Facts crystallized especially the attitudes of Sacred Heart, St. Leo's, and other potential plan participants.

Event: Appointment of a New Bishop

Significance. New decisions could now be made and a policy implemented, but the new Bishop had first to be informed on what had transpired.

Event: Closing of St. Francis Storefront School

The St. Francis transitional K-4 storefront school did not reopen for the 1977-78 school year. St. Patrick's, St. Columba, and Sacred Heart, as well as other schools involved in the process, continued their programs (see Appendix N).

Significance. It was time to evaluate the whole process experience to date. This chapter has highlighted the significance of chronological events in order to facilitate the matching of events with the six stated Process Objectives of the plan.

Chapter V focuses on Evaluation and, specifically, the sixth phase of the plan, "Policy Enactment." The accomplishment of these Process Objectives not only emphasized the cooperative nature of the plan as outlined in Chapter III but also brought about the accomplishment of the Performance Objectives, as will be demonstrated in Chapter V. It will be noted that these Performance Objectives address themselves to the stated needs in Chapter I.

CHAPTER V

EVALUATION, FOLLOW-UP AND WIDER IMPLICATIONS

Evaluation

Chapter I stated the problem. Chapter II stated the process and the expected outcomes. Chapter III conceptualized the solution and the strategy. Chapter IV described the flow of activities and events. Chapter V now will evaluate the degree to which the activities and events of the Process Objectives accomplished the Performance Objectives. This task is facilitated by the statements of "significance" accompanying each of the events described in Chapter IV. A review of the six Process Objectives and the efforts made to attain them follows.

Objective 1. Issue Recognition or Needs Assessment

This objective was attained in two stages. The "Take-Part Workshop" initiated the whole planning process and generated a nucleus of participants (Appendix C). The Diocesan Staff Survey made in the fall of 1975 updated the 1973 Needs Assessment (Appendices B and E).

Objective 2. Information Collection

This objective was attained by the Diocesan Staff Report, Fall 1975, which concentrated on Enrollment, Finances,

and Projections. The report was very informative with regard to staffing. The Diocesan Staff also supplied academic achievement data at this time. Additionally, the Interparochial School Board instigated parent and staff questionnaire surveys and two building inspection reports (Appendices B, E, F, and G). The contents of these reports have been summarized and presented in Chapter IV.

Objective 3. Policy Formulation

Policy formulation was set forth in four organizational stages. A board was formed. A coordinator was appointed. Meetings were held at all levels. Affected parties were involved. The composition and history of the Interparochial School Board demonstrate the attainment of Objective 3.

Objective 4. Policy Evaluation

The attainment of this objective required the application of three sets of criteria to suggested policy alternatives. The events of Spring 1976, when many alternatives were generated and analyzed, reveal a constant interplay of criteria and values. The "philosophy of choice" was in constant evidence as each parish community asserted itself in fears and hopes and suggestions. The "Church values" were articulated in theory and decision and practice by all planners, parents, teachers and administrators, religious, pastors, and the Bishop. Finally, the facts of school survival exerted increasing pressure on the whole process,

especially when St. Francis School's earthquake vulnerability was spelled out. This was really the heart of the planning process, as previously chosen criteria came into mutual conflict, as values surfaced in facts, in buildings, in people's lives, in children's futures. Accompanying and closely related to Objective 4 was the next objective.

Objective 5. Policy Selection

Foreseen was a scan of four possibilities. Of these four, the first, "maintaining the status quo," was untenable, especially in light of the building reports; and the third, "abandonment of schools" (for some other type of education program), was unthinkable. The criteria of "philosophy of choice" and "Church values" made this abundantly clear. There remained the second alternative, "consolidation and redistribution," and the fourth, "creative new combinations" or "expansion."

The writer saw the Middle School concept as a creative recombinant possibility, and as the peak of the planning process. However, "consolidation and redistribution" best describes what actually happened. Thus, the alternatives outlined in Objective 5 were formulated and evaluated. Consolidation was selected as the policy of the Planning Committee. Consolidation was preceded, accompanied, and followed by planning. Whether the outcome was due to planning may be open to discussion. The writer believes it was

certainly anticipated, accepted, and unintended. The detailed account of the progression of events leading to the demise of St. Francis School attests to the quality of the planning process.

Objective 6. Policy Enactment

Evaluation of this objective will be discussed as it relates to each of the four steps taken to attain it.

1. Internal and Summative Evaluation

Three years after the principal of St. Francis School made her appeal for special consideration, there was no St. Francis School, although St. Francis students continued to receive Catholic education. What can be said about the evaluation of the enacted policy for Objective 6? The writer proposes to review the 1974-1977 facts assembled under six headings: Student, Enrollment, Student Body Qualities, Staff, Finances in the Diocese, Finances in the Three Remaining Schools, and Plant. This includes a comprehensive statistical evaluation of the four Performance Objectives identified in Chapter II.

a) Student Enrollment

Table 9 presents the number of students enrolled in the four schools for the years 1974, 1976, and 1978.

TABLE 9

Student Enrollment in the Four Schools,
1974, 1976, 1978

School	1974	1976	1978
St. Francis	204	70 (K-4)	-
Sacred Heart	256	259	276
St. Columba	155	239	297
St. Patrick's	203	234	238
Total (excl. St. Francis)	614	732	811

Excluding St. Francis (which was demolished in June of 1976), the table shows an increase of 197 students in the remaining three schools (an increase of 32 percent). This is impressive when compared to the pattern of declining enrollment in previous years at the same schools (see Fig. 1, p. 11), and the decrease in enrollment in public schools, especially in the cities.

b) Student Body Qualities

Qualitative aspects of religious composition, ethnic representation, and academic achievement show the following changes and/or projections.

Catholic/non-Catholic enrollment. Figure 2 (p. 16) demonstrates a 394 percent increase in the non-Catholic population in diocesan schools between 1968 and 1974. The number of non-Catholic students in 1974 was 1,553. In

September 1978 the number was 2,270, which is equivalent to an increase of 46 percent. However, in the three remaining schools, the increase from 1970 to 1975 was from 18 percent to 35 percent. In September 1978 the non-Catholic enrollment was 42 percent in the combined figures of the three remaining schools. This accomplishes Performance Objective 3 (see p. 39). The following is a description of an unintended change in the Student Body Qualities.

Ethnic-minority enrollment. Figure 3 (p. 18) demonstrates a similar increase in the ethnic and minority enrollment in the 17 schools located in the city of Oakland between the years 1968 and 1975. The following bar graph demonstrates comparatively the patterns in the same groupings of people between 1968-1975 and 1975-1978. These student body qualitative trends were exacerbated in the schools of Northwest Oakland, as mentioned in Chapter I.

The population of black students is by far the largest minority group in the Oakland schools and is on the increase. In September 1978 it was 56 percent while in 1968 it was 25 percent. The Hispanic population of students shows a slight decline, and the Caucasian and "other" student populations have gone from 53 percent in 1968 to 21 percent in 1978. It is fair to say that, for the city of Oakland, the same trends are evidenced between 1975 and 1978 as were apparent between 1968 and 1975.

However, in the three remaining schools analyzed in this Practicum Report, the major changes in racial and

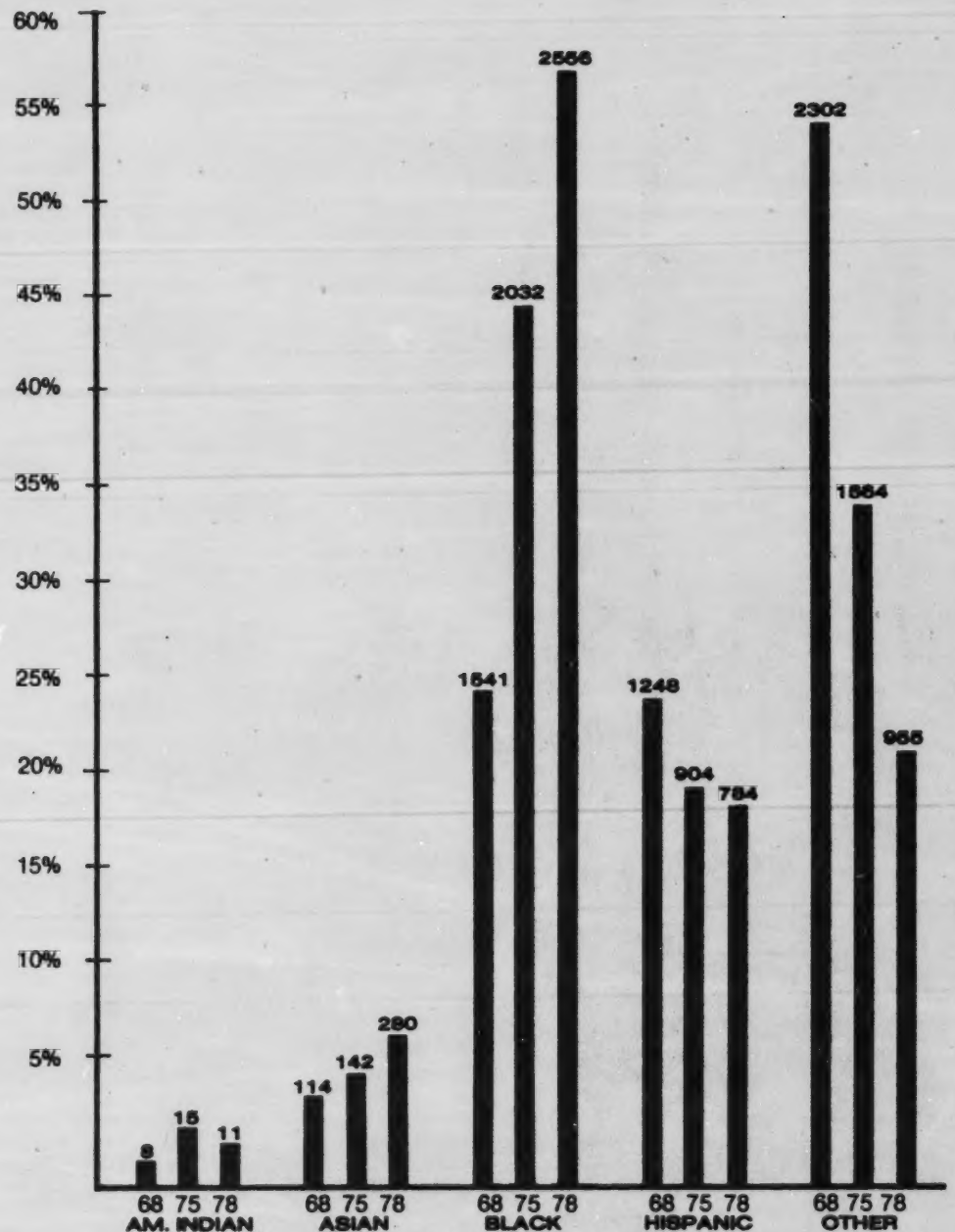

Fig. 8. Racial-ethnic distribution, Diocesan schools, City of Oakland, 1968, 1975, 1978.

ethnic composition have been outlined in the following table.

TABLE 10

Racial-Ethnic Distribution of the Three Remaining Schools, 1974-1978

School	American Indian	Asian	Black	Hispanic	Other
St. Patrick's					
1974	0	0	193	38	0
1978	0	1	192	34	1
Sacred Heart					
1974	0	0	206	29	38
1978	0	9	203	39	25
St. Columba					
1974	1	1	175	0	5
1978	0	1	290	2	4

The minority, ethnic, and racial characteristics of the student bodies of the three schools has not deviated significantly from the general trend in other parochial schools in the city of Oakland between 1974 and 1978.

Student academic achievement. A comprehensive report (Table 11) followed by an analysis of the data, shows the Grade Equivalency Composite Score changes for grades 2, 4, and 6 for the years 1972, 1974, and 1976.

TABLE 11

Grade Equivalency Scores for the Three Remaining Schools, 1972, 1974, 1976

School	Grade 2 1972	Grade 4 1974	Grade 6 1976
St. Columba	1.4	3.5	5.1
St. Patrick's	1.6	2.8	4.3
Sacred Heart	2.6	4.1	5.7
(St. Francis)	(-)	(3.4)	(4.1)

St. Columba, St. Patrick's, St. Francis, and Sacred Heart schools have participated in the SRA standard achievement test series in the Diocese of Oakland for the past eleven years. Much has been written about test scores and their validity as criteria of academic achievement, particularly for minority students in an innercity setting. Much of the controversy is centered on whether students ought to be judged on arithmetic means, averages, according to norm-referenced tests, or whether they ought to be judged on criterion-referenced tests. The latter tests are basically an analysis of the academic performance of students as they progress from one point in time to another. The SRA achievement series was revised in 1978; hence, the data for 1978 are not valid for comparative purposes. In order to assess validly the academic performance of the children enrolled

in the above-mentioned four schools and to compare their performance between 1973 and the present time, we have taken the second graders who were registered in the four schools from 1972 to 1977. The reasons for taking the second graders are (a) they are presently enrolled in our schools and we can follow their track record in a longitudinal study; (b) there are no achievement scores for first graders—they are tested according to Primary Mental Ability (PMA).

Tables 12-15 present analyses of the second graders in each of the four schools in 1972, and for these same students as fourth graders in 1974 and as sixth graders in 1976. Test scores for seventh graders are given only for the three remaining schools in 1977, since St. Francis was closed at the end of the school year in 1976. The test scores are given for three major subject areas: reading, language arts, and mathematics, together with the composite scores of all three. Three measurement criteria are used: (a) Stanine, which is comparable to the national percentile range. On this measurement, a Stanine rating of 6 is equivalent to 60-76 percentile; 5 is equivalent to 40-59 percentile; 4 is equivalent to 23-39 percentile; and 3 is equivalent to 11-22 percentile. (b) Growth Scale Value (GSV) indicates the growth in academic achievement of one group of students as they move from grade to grade (1972-1974; 1974-1976; and 1976-1977). (c) Grade Equivalent (GE) is shown as a two-part

number (e.g., 4.1). The first figure represents the grade according to year; the second represents the month of the academic year.

In the writer's estimation, the Growth Scale Value is a much more accurate and valid way of judging the academic progress of a group of students than is Grade Equivalency, Stanines, or national percentile rankings.

As Tables 12-15 demonstrate, all four schools made significant academic progress in all three subject areas, according to the criterion of Growth Scale Value. As we have already mentioned, in the case of St. Francis School we have used scores only for 1974 (fourth graders) and 1975 (fifth graders) because scores for Grade 2, 1972 are not available, and because after 1975, and then for one year only, St. Francis accommodated only grades K-4.

Performance Objective 4 (p. 39) is thus accomplished satisfactorily by significant gains in academic achievement, particularly in the growth scale value measure as applied to the students in the three remaining schools.

TABLE 12

St. Patrick's Test Scores of Second, Fourth, Sixth, and Seventh Graders for Designated Years, in Three Major Subject Areas

Grade, Year, and Subject Area	Stanine	Growth Scale Value	Grade Equivalent
Grade 2, 1972			
Composite Score	4	109	1.6
Total Reading	4	130	1.8
Total Language Arts	4	128	1.7
Total Math	3	132	1.6
Grade 4, 1974			
Composite Score	3	182	2.8
Total Reading	3	182	2.8
Total Language Arts	3	185	2.9
Total Math	3	183	2.8
Grade 6, 1976			
Composite Score	3	252	4.3
Total Reading	3	262	4.4
Total Language Arts	3	233	3.9
Total Math	3	250	4.3
Grade 7, 1977			
Composite Score	3	294	5.2
Total Reading	3	290	5.3
Total Language Arts	3	275	5.1
Total Math	3	286	5.2

TABLE 13

St. Columba Test Scores of Second, Fourth, Sixth, and Seventh Graders for Designated Years, in Three Major Subject Areas

Grade, Year, and Subject Area	Stanine	Growth Scale Value	Grade Equivalent
Grade 2, 1972			
Composite Score	3	97	1.4
Total Reading	4	119	1.5
Total Language Arts	4	121	1.6
Total Math	3	130	1.6
Grade 4, 1974			
Composite Score	4	213	3.5
Total Reading	4	218	3.6
Total Language Arts	4	224	3.6
Total Math	3	197	3.1
Grade 6, 1976			
Composite Score	4	286	5.1
Total Reading	4	287	5.2
Total Language Arts	4	262	4.7
Total Math	4	282	5.1
Grade 7, 1977			
Composite Score	4	318	5.6
Total Reading	4	304	5.7
Total Language Arts	4	283	5.7
Total Math	4	311	5.9

TABLE 14

Sacred Heart Test Scores of Second, Fourth, Sixth, and Seventh Graders for Designated Years, in Three Major Subject Areas

Grade, Year, and Subject Area	Stanine	Growth Scale Value	Grade Equivalent
Grade 2, 1972			
Composite Score	6	168	2.6
Total Reading	6	186	2.7
Total Language Arts	6	172	2.5
Total Math	5	164	2.3
Grade 4, 1974			
Composite Score	5	246	4.1
Total Reading	6	272	4.6
Total Language Arts	5	236	3.9
Total Math	4	220	3.6
Grade 6, 1976			
Composite Score	5	318	5.7
Total Reading	5	314	6.1
Total Language Arts	4	287	5.4
Total Math	5	305	5.7
Grade 7, 1977			
Composite Score	5	368	6.7
Total Reading	5	333	6.8
Total Language Arts	5	322	6.8
Total Math	5	345	6.8

TABLE 15

St. Francis Test Scores of Fourth and Fifth Graders for Designated Years, in Three Major Subject Areas*

Grade, Year, and Subject Area	Stanine	Growth Scale Value	Grade Equivalent
Grade 4, 1974			
Composite Score	3	206	3.4
Total Reading	4	222	3.7
Total Language Arts	3	197	3.3
Total Math	3	207	3.3
Grade 5, 1975			
Composite Score	3	241	4.1
Total Reading	4	232	4.1
Total Language Arts	4	240	4.2
Total Math	2	240	4.1

*Scores for Grade 2, 1972 are not available. Because of the closure of St. Francis School in June 1976, there are no scores later than the 1975 scores for Grade 5.

The children in all four schools, as they progressed from second grade in 1972, have made significant achievement gains, particularly as measured by Growth Scale Value or criterion-referenced tests. It seems evident that the longer they remain in these schools, the more significant their gains. The Stanine and Grade Equivalent scores would be more significant if compared with scores achieved in schools in similar settings rather than with national averages.

Other Outcomes—Side Effects

Less tangible innovations or changes deriving from the planning process and related to the student body qualities were the following:

Multicultural Program. This is an extraordinary multicultural three-school cooperative venture in artistic expression. A gifted teacher now edits and publishes annually a collection of innercity schoolchildren's poetry under the title of Lamb Fire. A sample or two, contained in Appendix O, offers sufficient testimony to this development.

Learning Disability—Sacred Heart. This promising proposal was made by a former St. Francis K-3 teacher, Sister Kathleen McCann, for a special learning disability center in Sacred Heart's School for the Deaf, now transferred from Sacred Heart to a new site at Orinda. This proposal links Holy Names College, Oakland, and the Raskob Institute with the Health, Education, and Welfare Department as funding

sources for a three-year learning disability teacher-training program for the children of the remaining schools of northwest Oakland. The Diocese is assuming the responsibility for bringing the building at Sacred Heart up to earthquake structural standards of California at a cost of $58,000. (See Appendix P.)

Learning Disability—Raskob. In conjunction with the Sacred Heart Learning Disability Center, the Diocese has also recently granted $10,000 to match a Raskob Foundation grant. The purpose of the grant is to train teachers over a three-year period to deal with special learning disability problems in the parochial schools of Oakland. The three schools of this report will be heavy beneficiaries of this program. (See Appendix Q.)

c) Staff

The ratio of religious sisters to lay teachers in the three remaining schools of our study appears to have stabilized in the past four years. This is largely due to the strong stance taken by the Sisters of the Holy Names and the Carondolet Sisters to remain in the poorer schools, and particularly in northwest Oakland.

Figure 5 (p. 22) demonstrates the change in the ratio of religious to lay teachers between 1968 and 1973 throughout the Diocese of Oakland. In 1974 there were 187 full-time religious teachers and 328 full-time lay teachers. Figure 8 shows the ratio from 1973 to 1978.

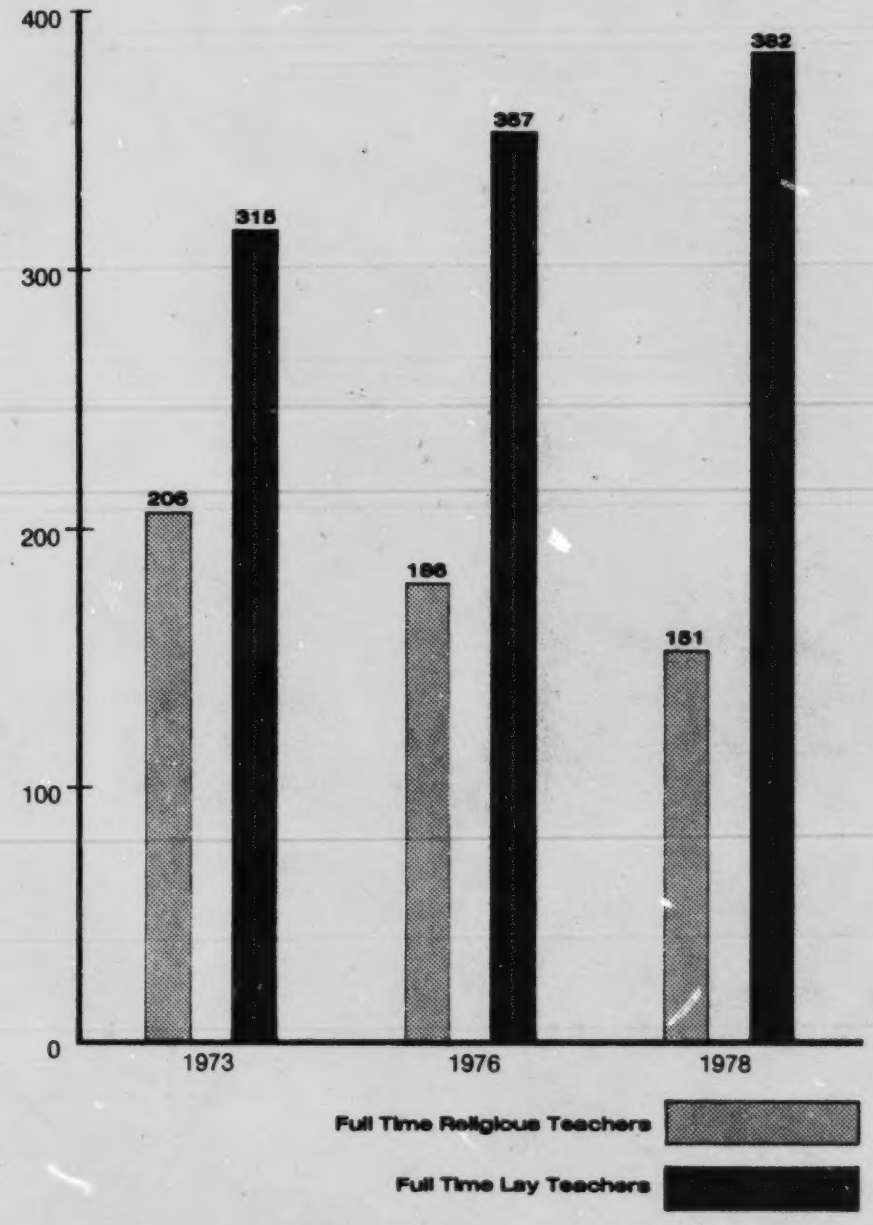

Fig. 9 Ratio of lay to religious teachers in Diocesan schools, 1973-1978.

As can be seen from Figure 8, the trend throughout the Diocese is continuing in the same direction. In September 1978, 72 percent of our teaching pool are lay teachers, and 28 percent are religious. In 1973 the ratio was 60 percent lay to 40 percent religious. Table 16 presents the comparative ratios for the three schools of our report for the years 1974 and 1978.

TABLE 16

Ratio of Religious to Lay Teachers at Sacred Heart, St. Columba, and St. Patrick's Schools for the Years 1974 and 1978

School	1974		1978	
	Religious	Lay	Religious	Lay
Sacred Heart	4	5	3	7
St. Columba	1	7	2	7
St. Patrick's	4	4	4	5
Total	9	16	9	19

In 1974 the ratio of religious to lay teachers was 36 percent to 64 percent; as of September 1978 it is 32 percent to 68 percent. This is a much more stable pattern than that throughout the Diocese.

d) Finances in the Diocese

The financial picture has changed considerably in the past four years, not only throughout the diocesan schools in general, but even more so for the three schools in northwest Oakland. Table 3 (p. 23) outlines selected line items of budgets submitted by the diocesan schools between the years 1968 and 1974. The following table outlines the same budget line items for 1974 and 1978.

TABLE 17

Selected Budget Line Items in Diocesan Schools, 1974-1978

Line Item	1974	1978
Income per pupil	$ 209	$ 308
Total tuition	2,505,161	3,586,186
Total income	3,213,880	4,677,383
Total Expense	4,453,255	5,619,949
Parish subsidy	1,239,375	942,566
Per pupil cost	290	370
Per pupil deficit	81	62

These are significant changes. To highlight a few: the deficit cost per pupil and the amount of parish subsidy have decreased while the income per pupil, the total cost of education, and the total income have proportionately increased.

e) Finances in the Three Remaining Schools

Table 18 shows what has happened between 1974 and 1978 in Sacred Heart, St. Columba, and St. Patrick's schools.

TABLE 18

Selected Budget Line Items in the Three Remaining Schools, 1974-1978

School and Line Item	1974	1978
Sacred Heart		
Income per pupil	$ 224	$ 290
Total tuition	43,541	62,321
Total income	57,401	75,424
Total expense	64,207	86,418
Parish subsidy	6,806	10,994
Per pupil cost	250	332
Per pupil deficit	26	42
St. Columba		
Income per pupil	357	314
Total tuition	40,649	63,893
Total income	55,731	73,428
Total expense	58,304	73,383
Parish subsidy	2,573	-(45)
Per pupil cost	374	314
Per pupil deficit	17	0
St. Patrick's		
Income per pupil	88	143
Total tuition	14,199	23,830
Total income	18,477	31,243
Total expense	53,415	63,321
Parish subsidy	34,938	32,078
Per pupil cost	255	271
Per pupil deficit	167	128

Suffice it to say here that the burden and cost of parochial education has shifted from the parishes and directly onto the families whose children are benefiting.

While the cost has escalated considerably, the income per student and total income have been proportionately higher. This is particularly noticeable in the case of St. Columba, where the school operated independently without parish subsidy during the 1976-77 school year. The expense per student is lower at St. Columba in 1978 than it was in 1974, due to increased enrollment. Per pupil expense has not increased significantly in the other two schools.

Increases in tuition. The above concrete demonstration of a much improved financial situation for the three remaining schools is due to several factors, including (a) increase in enrollment; (b) stabilization of staff, especially the religious staff; (c) Proposition 13, which was recently passed in California and which caused an improvement in the socioeconomic status of many families in northwest Oakland by providing extra monies from property tax reductions; and (d) increased tuition rates and a general willingness on the part of many families to assume this burden.

Parish-diocesan subsidies. The second source of revenue for Catholic schools is the parish subsidy. This was discussed on page 33, and the parish subsidies for the four schools for the years 1970-1974 are given in Table 6 on page 34. As shown in Table 18 (p. 120), Sacred Heart is now the only parish subsidizing its school. The $30,078 listed under St. Patrick's is a direct donation from the Diocese to the parish for this purpose. In September 1978 this

donation was increased to $49,000 and at present both Sacred Heart and St. Columba are receiving $15,000 each per year.

Family aid to Catholic education. In addition to the above, the writer and the staff of the Department of Education organized a tuition assistance, or scholarship, program in 1977 to provide assistance to poor families who were seeking parochial education. Money came from foundations, businesses, and individuals. Over $20,000 has already been provided to assist 635 children in all schools; 48 children in the three remaining schools of our study have been assisted through this program. The program is known as FACE (see Appendix R).

Annual operational subsidies. Seventeen other poor parochial schools have been contacted with a view to providing additional operational assistance. The writer and his staff have suggested to the Bishop that the Diocese ought to provide $11,000 to St. Columba annually and $15,000 to St. Patrick's annually. This would be in addition to the $15,000 and $49,000, respectively, that these two schools are receiving at the present time.

These developments attest to the commitment of the Church to Catholic urban education, and are a direct response to the assessed and expressed needs referred to in Chapter I. They also attest to a much improved financial picture for Sacred Heart, St. Columba, and St. Patrick's. Performance Objective 2(a), "Parish subsidies" and 2(b) "Tuition

revenues" (p. 38) have been satisfactorily accomplished.

f) Plant

With regard to plant conditions existing at the four schools under consideration, the following actions have been taken:

St. Francis de Sales School has been demolished and has been replaced by a community center which was not suitable for the K-4 educational program.

The School for the Deaf at Sacred Heart has been transferred to Orinda, hence providing extra space at Sacred Heart for possible expansion and enrichment of the present program.

The Diocese has decided to repair the building vacated by the School for the Deaf at an estimated cost of $58,000 (see Appendix M).

The Diocese has authorized the cost-free replacement of St. Patrick's gymnasium and cafeteria, which were rated Very Poor in the structural earthquake study (see Appendix S). All recommendations outlined in Performance Objective 1 (p. 37) have been accomplished.

Summary of Internal and Summative Evaluation

So far, the writer has evaluated the first step under Process Objective 6. The method used consisted of a statistical and comparative analysis of the schools from 1974 to 1978. This included the evaluation of the four Performance

Objectives. The analysis has been made to conform with the problem areas identified in Chapter I and with the "Issue Recognition or Needs Assessment" described on pages 40-41. This evaluation chapter has already elaborated on the successful completion of the first five objectives of the Practicum. We will now proceed with a discussion of the second step taken to attain fulfillment of Process Objective 6.

2. Internal and Formative Evaluation

a) The Interparochial School Board

At each meeting of the Interparochial School Board, the minutes of the proceedings were recorded and were approved at the following meeting. (A sample of meeting minutes is included in Appendix H.) The decisions that were made by the Board and the tasks they commissioned the writer and/or the coordinator to carry out were evaluated at each subsequent meeting. Examples of these tasks were the staff and parent questionnaires and the development of a Middle School concept.

b) Participants of the "Take-Part Workshop"

Participants of the "Workshop" were invited back to Sacred Heart School on September 24, 1975 to review the activities that had taken place since their assistance in the needs assessment in the initial "Take-Part Workshop."

They were also taken on a bus tour of the three remaining schools on November 29, 1978. This tour was arranged

by the writer and the coordinator to elicit an affective response as to what they saw and felt at these schools, as well as to elicit their support for future endeavors. Again, a profile was prepared for each school, and the "Take-Part Workshop" participants were asked to complete a questionnaire on their experiences of the day.

c) The Diocesan Planning Committee

The Diocesan Planning Committee is presently an ongoing committee of the Diocesan School Board. The Committee meets once a month. The coordinator and the writer prepare monthly staff reports for the Board. The Planning Committee remained inactive in the Northwest Oakland area while the Inter-parochial School Board was in existence. The Committee concentrated on other areas of the Diocese, and their evaluation took the form of mutual sharing of information and informal feedback. Appendix T provides a typical example of the Diocesan School Board's ongoing evaluation.

3. External Evaluator

The third step taken toward the attainment of Process Objective 6 was the acquiring of an external evaluator. The Nomos Institute of Berkeley was contacted by the writer. Two representatives of this firm came to the Diocesan Office of Education in February 1975. The writer explained to them as fully as he could the planning process that was under way. The two consultants promised to submit a proposal outlining

specifically what they would do as external evaluators and the cost of their services. This proposal was never made, and the writer did not pursue the matter further.

4. Search for and Listing of Side Effects

The significance of side effects has been well documented by Michael Scriven (see p. 46). The fourth step toward the satisfaction of Process Objective 6 was concerned with identifying and determining the significance of side effects for this Practicum. They have already been sufficiently elaborated upon in this report, but the following is a list of the more significant ones:

a) Collection of detailed information with policy implications (Appendices A-2, B, C, E, F, and G).
b) Interparochial Multicultural Education (Appendix L).
c) Two Learning Disability projects—one to be housed at Sacred Heart School for the Deaf, the other to be operated from the Raskob Institute at Holy Names College (Appendices M and N).
d) Construction of a new gymnasium and cafeteria at St. Patrick's (Appendix P).
e) Development of a Diocesan Family Aid to Catholic Education (FACE) program (Appendix O).
f) An increase in Diocesan subsidies to poor innercity parishes from $4,000 to $15,000 annually, and Diocesan subsidies to the operation of innercity schools (pp. 120-124).

g) Raising of consciousness among parents, religious communities and Church officials regarding the worth of innercity parochial schools (pp. 102-103).

Letters from the principals of Sacred Heart, St. Columba, and St. Patrick's schools testify to the overall improved conditions of these three schools in 1978 as compared with conditions in 1974 (see Appendix U). They also testify specifically to a higher level of morale among all those involved with or affected by these schools. It is important to note that these persons were principals of their respective schools prior to the initiation of the Practicum planning process. Therefore, the writer felt it highly appropriate to ask these three principals to submit subjective analyses of their respective schools, comparing them in 1978 with their status in 1974 prior to the undertaking of the plan.

The writer submits the foregoing as a comprehensive internal and summative evaluation, as a three-pronged formative evaluation, and as a search for and evaluation of side effects. The following section is concerned with the implications of the Practicum.

Follow-up and Wider Implications

The following is a description of some of the broader implications of the Practicum:

1. The Diocese of Oakland has established a planning model, combining architectural designs and the expectations

of the people, in order to look at and plan for the future of its schools, especially the innercity schools. This model already has been used in a modified form by two schools in the Diocese—St. Mary's High School in Berkeley and St. Cyril Elementary School in Oakland. A similar model or modified version will be used to plan parochial education in a surburban setting in the Livermore-Amador Valley area where there are three parishes and no parochial school.

2. The ten Dioceses of the state of California have closely monitored this planning process. They have at times provided us with information, and at times have received information in return.

3. The Western Catholic Education Association, an accrediting agency for the private schools in the western region of the United States, invited the writer and the coordinator to speak at their annual convention in Sacramento in April 1975 and to explain the planning process and its advantages.

4. We were also invited by the Chief Administrators of Catholic Education, an organization consisting largely of the national superintendents of Catholic education, to speak to their group on urban planning for parochial education. We spoke at their conference in October 1976 in St. Petersburg, Florida. Reverend Russell Bleich, the Superintendent of Dubuque, Iowa, was then chairman of CACE, and it was he who extended the invitation to the writer after a meeting

of the National Catholic Education Association in Milwaukee, Wisconsin the previous year (see Appendix V).

5. Many press releases were made during the 1974-1978 period both to local secular papers and to Diocesan weekly papers, including our own Catholic Voice. These were equivalent to public commitments on the part of the Church to the effect that the Church was prepared to make generous sacrifices for urban education, the poor, and the dignity of the human being. (See Appendix W.)

These publications had broad ramifications at times; for example, when the Tuition Tax Credit legislation was vigorously contested in the U.S. House and Senate and was eventually rejected in the Senate on the grounds that it would provide assistance mainly to middle-class families and that it would be detrimental to the public schools. Many of the pastors in the city of Oakland, including the writer, wrote to or contacted by phone our Representatives in Washington to inform them about the nature of parochial schools in Oakland and the characteristics of the student body and their families. Another example of the scope of publications is the work of Professors John Coons and Stephen Sugarman of the University of California at Berkeley. These two professors were extensively researching and writing about the "Voucher Concept" in education—a concept so radical in providing choices of education for families in order to achieve equality of educational opportunity that the

major public school political groups are now actively campaigning against the concept (see Appendix X). It should be noted that the Coons-Sugarman notion of equality and family choice in education provides a philosophical rationale for this Practicum and the process utilized. John Coons, at the invitation of the writer, addressed the Diocesan School Board on November 9, 1978, on the voucher concept and its ramifications for parochial education in California. It is highly probable that a voucher concept will be submitted as a Referendum to the vote of the people of California in 1980.

6. During the years this Practicum was in progress, we were in constant dialogue with leaders of minority groups both in the city of Oakland and throughout northern California, as well as in Washington. For example: (a) The pastors and principals of the innercity schools of Oakland and Berkeley met one evening with Mrs. Mary Lee Weidener, the wife of the Berkeley Mayor. She is nationally recognized as a housing and urban development consultant. Her address to us that evening was a plea to keep parochial schools stable in the inner city, if for no other reason than to promote community stability. (b) The National Office of Black Catholics released a special statement on January 15, 1976, on the subject of "The Crisis of Catholic Education in the Black Community" (see Appendix Y). On receipt of this statement, the writer circulated copies to several Church officials and agencies, including pastors

and principals of the innercity schools. Coordinator Sister Sebastian wrote to Brother Joseph Davis, executive director of the National Office of Black Catholics, to assure him that the Oakland Diocese concurred with and supported the statement. Brother Davis's reply to Sister Sebastian is included in Appendix Y.

7. During the Bicentennial Year of 1976 the United States Bishops agreed to provide several opportunities to the people of the United States to speak out on issues most pertinent to their lives. The Interparochial School Board prepared a special statement for the Oakland hearings. This statement lauded the local Church for being sensitive to the needs of poor families in an urban setting and for planning with them for the future of parochial education.

8. Many other responses were received from many quarters. One of these (see Appendix Z) came from Sister Catherine Marie Kreta, Director of Education for the Sisters of St. Joseph of Corondolet, who participated in the "Take-Part Workshop" and in the designing of the Middle School concept.

A Final Word

The Practicum described in the foregoing report will convey to the reader a portion of the hopes and the joys the writer experienced during the years of the planning process and its implementation. Although not untouched by moments

of hopelessness, frustration, and pain, these only served to enhance the feeling of deep satisfaction derived from the many successes of the project, and to kindle new hopes for the future.

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Significant Events

	Money	Time (hrs.) Writer	Other
May 1973			
Diocesan Needs Assessment & Survey	$ 200	40	100
Dr. Price, Consultant	300	-	-
Analysis of Survey by Dr. Duffy and Robert Teagarden at the University of California, Berkeley	800	-	-
June 1974			
Religious Community School Staffing Report: survey of 19 major religious communities	150		10
1973-1975			
Meetings of the Planning Committee of the Diocesan School Board, 8 members	-	40	300
December 1974			
"Take-Part Workshop" preparation and follow through	600	30	100
1975-1978			
Full-time Coordinator, Sister Sebastian Adza, and related work expenses (car, phone, insurance, office supplies)	18,000	20	3 yrs
September 1975 to March 1977			
Inter-parochial School Board—biweekly meetings for one and a half school years; two-hour meetings twice a month for 14 months	-	56	896
1975-1977			
Reports—information collection and surveys	50		

	Money	Time (hrs.) Writer	Other
October 1975			
Study of Structural Engineers, McClure & Messinger	$ 2,610		
December 1975			
Second report on buildings by Shapiro, Okino, Hom & Associates	500		
October 1976			
Writer and Coordinator attend convention of Catholic School Planners in Florida	900	20	20
May 1976			
Development of Middle School Proposal—consultants, stipends, and materials	350	10	80
Search of literature and research	200	80	20
Supplies, materials, postage, phone, etc. (estimated)	600	20	20
Writing Practicum Report and related expenses (audiovisual materials, typing, binding, etc.)	350	80	20
Totals	$25,610	396	1566 hrs. + 3 yrs.

Indirect expenses, but directly due to the planning process and subsequent decisions are the following:

	Cost
1) Demolishing of St. Francis de Sales School	$ 18,500
2) Location and housing of students in store-front schools	20,000
3) Increased subsidy to the three existing schools and parishes	39,000
4) Building renovations and repairs—St. Patrick gym, Sacred Heart School for the Deaf	200,000
5) New programs (two learning disability proposals with Diocesan matching funds	15,000
Total	$292,500

APPENDIX A-2. A Study of Religious Communities

Name of Community _____

Address of Provincialate _____

Address of Motherhouse _____

Name of Director of Education _____

Address of Director of Education _____

If your Director of Education does not reside in the State of California, please appoint her representative to the Diocese of Oakland from among your Sisters living in California:

Name of Representative _____

Address of Representative _____

It is the hope of the Diocese that the representative would have the same general relationship with the Diocesan office as the Director of Education.

(N.B. CORDE members: the following items will correspond to the 1974 Revised Questionnaire)

1. How many Sisters of your community do you project will be teaching full-time in the Oakland Diocese in 1974-1975? 1975-1976?

   _____ in Parish Elementary Schools in 1974-1975; _____ Sisters in 1975-1976

   _____ in Diocesan Elementary Schools in 1974-1974; _____ Sisters in 1975-1976

   _____ in Private Elementary Schools in 1974-1975; _____ Sisters in 1975-1976

2. Does your community have any priorities regarding the kinds of schools it most wishes to maintain? _____yes _____no

   If the answer is yes, please put in rank order the kinds of schools you wish to maintain:

   A. _____ B. _____

   C. _____ D. _____

   If you have any other system of determining priorities, please specify.

   _____

   _____

   _____

   _____

II. Community position placement policy for your Sisters who are in the education apostolate.

A. Are your Sisters given a choice regarding the school in which they wish to serve? (Administration of the Congregation makes the final decision in consultation with persons involved).

_____yes _____no

1. If your answer to A. is yes, is it done in writing? _____yes _____no

2. Do your Sisters rank in order the ( ) schools in which they would like to serve?

_____yes _____no

3. Do you have some other method of giving the Sisters a choice as to the schools in which they would like to serve? _____yes _____no. If yes, please explain _____

_____

B. Open Placement (Definition of open placement as it is used in this paper is the opportunity for each Sister to apply to the school where she wishes to serve. The process is that openings are listed by each school and teachers apply for those openings). (The final decision regarding placement is largely determined between the individual and the principal.)

1. Do you have open placement for any of your elementary schools _____yes _____no.

2. How many of your elementary schools have open placement? _____

3. If your answer to 1 is yes, does open placement in your community mean that each Sister applies to the schools of her choice? _____yes _____no.

4. On what basis is the Sister accepted or rejected by the school of her choice?

a. _____by the principal.

b. _____by mutual consent after an interview between the Sister and the principal.

c. _____by a member of the administration of the Community?

d. _____by other means. Please explain _____

_____

_____

Indicate which criteria you have u ed for withdrawal from these schools:

	Ele.	Sec.
1. In sufficient enrollement	1.	
2. Schools were not making an all out effort to Christianize the schools	2.	
3. Schools did not have full moral support of the pastor	3.	
4. Parents did not support the school financially	4.	
5. Schools unable to maintain Community policy of minimum religious/lay teacher ratio	5.	
6. Other reasons	6.	

7. Because we did not have a sufficient number of Sisters willing to staff them, we withdrew from:

a. Mid. class ele.	b. Mid. class sec.	c. Inner-city ele.	d. Inner-city sec.
#	#	#	#

e. Community-owned ele.	f. Community-owned sec.
#	#

II. Assistance given parish/dioces when Sisters are withdrawn from a school.

A. In____of the total number of schools from which we withdrew we provided assistance to the parish/diocese by _____

B. In____elementary schools from which we withdrew, the school remained open because of the services of another religious community.

C. How many of these schools are still open? ____

_____

_____

_____

_____

Part VIII Compensation

I. Does your community belong to CORT (Conference of Religious Treasurers, Region XIV)?

_____yes _____no; If yes, does your community agree with the financial contractual arrangements agreed upon by CORT and Diocesan officials in California? _____yes _____no.

If no, delineate your compensation requirements: _____

_____

_____

Part IX Educational Programs in Schools

I. Does your community educational policy include a responsibility to provide continuity for a particular educational program in a school? (e.g. if one of your principals initiates a non-graded primary, does your community assign teachers knowledgable in the non-graded skills?

Please describe your policy in this regard: _____

_____

_____

_____

** ** ** ** ** ** ** **

Does your community have any suggestions for the Oakland Department of Education re policies affecting religious communities? Please list them below. Thank you very much for the time and effort you put into answering this questionnaire. The information is very valuable to good planning.

2. What is the average ratio of religious-lay staff in your elementary schools?

_____

3. On what basis did you determine the ratio for elementary schools?

_____

4. What is the average ratio of teacher-student in your elementary schools?

_____

5. What is the average ratio of teacher-student in your elementary schools in the Diocese of Oakland?

_____

E. Retirement Policy

1. Do you have a retirement policy for full-time classroom teachers? _____yes _____no

2. If the answer to E.1. is yes, what is the normal retirement age? _____

3. Do you have a retirement policy for administrators? _____yes _____no

4. If the answer to E.e. is yes, what is the normal retirement age? _____

5. Under what conditions are there exceptions to this policy?

   a. request by the sister to continue teaching _____

   b. if the community feels she is physically capable of continuing and she is in good psychological health. _____

   c. the administrator requests she continue teaching _____

   d. other reasons _____

6. When any exceptions are made for a sister to continue teaching beyond retirement age, what is the absolute limit age-wise that you allow a sister to remain as a full-time teacher? _____

7. Please check in which activities your retired classroom teachers currently partici pate

a. Tutorial work	___	e. Household work	___	i. Hospital work	___
b. Teacher aide	___	f. School librarian	___	j. Visiting Convalescent homes	___
c. School secretary	___	g. Receptionist in Convent	___		
d. Business office	___	h. Parish visiting	___	k. Other	___

I. Community Living Policy for Sisters who are in the Education Apostolate.

A. Are Sisters given a choice regarding which convent in which they wish to live?

_____yes _____no

D. In____elementary schools from which we withdrew, the school remained open with with an all lay staff.

E. How many of these schools are still open? _____

F. Are you willing to reduce further the number of Sisters in the schools you staff to avoid withdrawal from your other school commitments?

G. Is your community willing to help staff the school of another community to avoid its closure? _____yes _____no

I. School Boards

A. Out of a total number of _____ elementary schools, _____ have a school board.

B. Of the _____ elementary school boards, _____ are advisory

_____ are policy-making

_____ deal only with financial matters

_____

_____

C. If you have had difficulty with your school boards, please indicate the reasons:

1. Pastor _____
2. Lack of understanding by principal _____
3. Philosophical differences _____
4. Lack of understanding regarding the role of the board members _____
5. Lack of articulation between diocesan and local boards _____
6. Lack of understanding on the part of the parents _____
7. Lack of preparation of board members for their role _____
8. Personality conflicts _____
9. Other _____

Part VII Total Teaching Mission of the Church

I. Does your community educational policy include any responsibility to CCD? _____ yes _____ no

II. If the answer to I. is yes, please explain the policy.

_____

_____

5. Do you have any Sisters in the open placement policy who are not selected by the schools of their choice? _____yes _____no. On an average, out of a total number of _____school Sisters, _____are not selected.

6. If the answer to 5 is yes, how then are those Sisters who are not selected by the schools of their choice placed? _____

_____

_____

7. How many years have you been using open placement in elementary schools? _____

8. From your community's experience, what are the advantages of open placement?

_____

_____

_____

9. From your community's experience what are the disadvantages of open placement?

_____

_____

_____

C. Ability to achieve a balance between the Community's needs and those of the individual.

1. How do you try to achieve such a balance? _____

_____

_____

2. Is the emphasis primarily on the individual's needs, or the Community's needs? ____. Please comment _____

_____

3. How does your policy consider the needs of the Church? _____

_____

D. Ratios

1. Do you have an enforced policy regarding a ratio of religious to lay teachers?

_____yes _____no

APPENDIX B. General Information: Staff Compilation

ENROLLMENT	St. Patrick's 1970	St. Patrick's 1975	St. Francis 1970	St. Francis 1975	Sacred Heart 1970	Sacred Heart 1975	St. Columba 1970	St. Columba 1975	Total 1970	Total 1975
Spanish Speaking	39	38	49	67	40	29	21	0	149	134
Other White	2	0	23	17	110	38	8	5	143	60
Black	182	193	126	66	132	206	219	175	659	640
Amer. Indian	0	0	2	2	0	0	2	1	4	3
Oriental	0	0	7	15	5	0	2	1	14	16
Non-Catholics	51	86	49	43	16	85	63	86	179	300
TOTAL Families	111	154	122	83	178	189	180	141	591	569
TOTAL Enrollment	223	231	207	167	287	273	252	182	969	853

FINANCE	St. Patrick's 1970	St. Patrick's 1974	St. Francis 1970	St. Francis 1974	Sacred Heart 1970	Sacred Heart 1974	St. Columba 1970	St. Columba 1974
No. Relig. Teachers	4	4	4	4	5	4	7	1
Religious' Salaries	10,000	12,500	10,000	13,000	12,500	13,000	17,500	3,300
No. of Lay Teachers	4	4	3	3	4	5	3	7
Lay Teach. Salaries	21,500	23,000	14,500	15,269	20,500	29,724	13,400	33,350
Income Total	Sc.13,743 Di.23,707	Sc.19,935 Di.30,000	27,186	38,259	42,926	61,451	Sc.33,586 Di.11,000	51,189
Income per Stud.	167	221	136	239	149	244	184	310
Expenditures Total	44,103	51,556	43,987	52,455	60,026	66,793	53,753	52,866
Expenses p/Student	197	253	220	324	209	266	213	320
Parish Subsidy	6,660	1,621	16,801	14,196	17,100	5,342	7,167	1,677
Deficit p/Student	30	32	84	85	60	22	29	10
Tuition (in parish)	100	200	150	270	200	300	200	350
Tuition (other)	100	200	150	315	200	350	200	350

PROJECTIONS 1975	Oakland Diocese	National	St. Patrick's	St. Francis	Sacred Heart	St. Col.
School Enrollment	238	$264	220	170	260	170
Class Size	30	33	27	28	29	24
Per pupil Expenditure	$290.	$385.	$242.	$376.	$300.	$344.
Per pupil Deficit	81.	NA	5	68.	30.	65.
Tuition per Family	$310.	$350.	$250.	340/405.	$300.	$350.
% of budget to salaries	61%	63%	69%	63%	70%	71%
Instructional Materials	$4,595.	NA	$600.	$250.	$1,500.	$800.
Plant Operation & Maintenance	$10,511.	NA	$10,225.	$12,270.	$15,850.	$5,490.

APPENDIX C

TAKE PART WORKSHOP AND AWARENESS WALK

1. This is a story of expectations and memories...A story which recognizes darkness, but believes in light,

2. One that shows us that the difference between a world of fantasy and a city of hope in a dream pursued.

3. With this spirit, the people of four inner-city schools in the Diocese of Oakland have begun to plan cooperatively for the future.

4. The involved schools are St. Francis de Sales and St.Columba,

5. Sacred Heart and St. Patrick, all located in West Oakland.

6. The first step in this unique venture was an indepth assessment of actual needs arrived at by an awareness walk and take-part workshop.

7. This process involved faculties, clergy, parents and students.

8. It brought together professional and civic leaders in the community, members of the Department of Education from both public and non-public schools,

9. As well as representatives from local high schools, colleges, and the community at large.

10. Eighty participants worked for nine intense hours in an interaction experience designed to create ideas that will influence the future of Catholic education in this target area community.

11. After a welcome at Sacred Heart cafeteria, the objectives of the day were presented to us by a member of the planning committee. Rather than just lecture about the educational programs, environmental resources and physical facilities of the schools,

12. We were asked to venture out on a cold, foggy morning in early December, 1974, to visit each school in session, to see for ourselves the settings and people involved.

13. Four groups were selected and assigned to a bus. We were told that each faculty had prepared directions, maps and questions to help us with our observations.

14. Facilitators on each bus encouraged us to listen, see, sketch, reflect..and take notes, but, we were asked not to talk with each other during the walks at each site.

15. We made good use of our time, visiting administrative offices and cafeterias,

16. Hallways and classrooms,

17. Every detail was noted as we observed resource centers and faculty lunchrooms,

18. Audio-visual centers and libraries,

19. Playgrounds and music centers.

20. We saw many positive things: good interaction among teachers and students, in both large groups situations,

21. And small group, individualized settings.

22. We noted excellent rapport between older students and younger students,

23. Among peer groups, and between teachers and students.

24. We saw attractive bulletin board displays,

25. Effective use of audio-visual equipment,

26. Unique ideas for storage spaces,

27. Attractive and instructive science projects and art displays.

28. But, most of all, we saw innovative teaching techniques being used.

29. On the negative side, we observed precariously steep stairways and obsolete athletic equipment,

30. Antiquated electrical wiring, inadequate amounts of storage space and dark hallways,

31. Outdated plumbing fixtures and cluttered exits.

32. When we arrived back at Sacred Heart School cafeteria, we were greeted by a floor covered with butcher paper.

33. Shoeless, using our notes and sketches, we were asked to express graphically with crayons and markers, the strongest images we had of the four schools, and to explain our drawings to those present.

34. Lunch was then served, with the following directions: Sit down with someone you haven't met, relax, eat, rap, share, dream.

35. After lunch we worked on a personal attitude survey, concerning present and future needs of both students and families.

36. A list of educational, religious, special environmental and economic statements had been posted, but covered up, on the walls of the cafeteria. As each statement was uncovered, we were asked for our opinion.

37. The purpose of this exercise was to discover common ground among workshop participants and planners.

38. While we found the physical facilities at some schools to be outdated, small and difficult to maintain,

39. There was a general feeling that all the schools were providing a comfortable climate for education in which children are actively involved in the learning process.

40. We then entered the "Fantasy Image" stage. The following announcement was made:

41. "An earthquake has destroyed all of the target area schools in West Oakland. Schools, convents, churches and surrounding neighborhoods have been leveled.

42. While no lives were lost, all buildings, streets and facilities are destroyed. Massive funding is available for reconstruction. Now, assess the needs,

43. And come up with the best possible curriculum models and physical plants possible." The idea was to create an ideal fantasy image for Catholic educational institutions.

44. This experience proved to be one of the most creative moments of the day. People were able to move beyond present structures and traditions to arrive at unique ways of serving the West Oakland community.

45. Such creative alternatives as a "Northwest Quadrant Model" "A Community Experience Model" "Full Family School Plant" and a "People are Great" model were explored and shared.

46. Then, we returned to the present reality. We were asked in the "Future Image" exercise to apply our experiences and fantasies to create a realistic master plan for the area.

47. Six new groups were selected and asked to concentrate on one of the following: Organizational structure, Academic curricula, personal/social and community relationships, authority and accountability of decision making, the physical plant and finances.

48. Our hope is that this planning process will result in the development of a regional educational masterplan, and be capable of extension to other similar areas in the diocese.

49. At the final wrap-up session, the entire group reviewed the day's accomplishments. Where have we been? Where are we today? What about tomorrow?

50. A parent said: "We've needed a day like this for a long time."

51. A pastor observed: "Visiting other schools was an especially rewarding experience, revealing tremendous accomplishments with very limited resources."

52. A college representative remarked: "The workshop was full, exhausting, but rewarding, informational and productive."

53. The most vivid evaluation was made by a Principal: "Now there is light at the end of our tunnel."

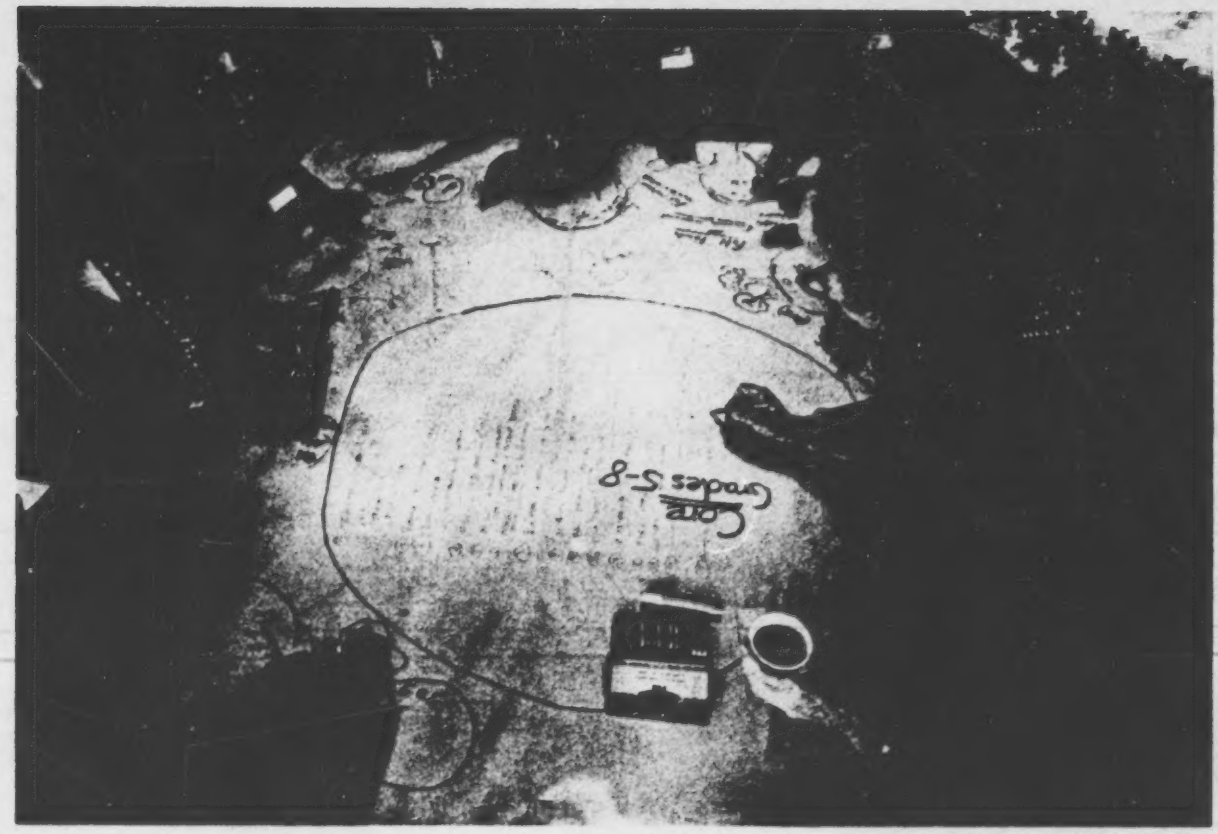
54. We who participated in this study feel like those who walked in darkness, and then saw a great light. May it continue to shine on those who live in a land of deep shadows.

Lake-park workshop

and

Awareness Walk

Diocese of Oakland
December 10, 1974



TAKE-PART WORKSHOP

and AWARENESS WALK

December 10, 1974

Workshop Team:

Mr. Thomas Brady

Rev. Joseph Carroll, S.J.

Sister Francis Rose, S.N.J.M.

Sister Barbara Flannery, C.S.J.

Mr. Robert Teegarden

Sister Mary Patricia LeRoy, S.N.J.M.

Photography:

Mr. Jerry Rubino

Mr. John Wright

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PART 1

OVERVIEW

Introduction

St. Columba's, St. Francis de Sales, St. Patrick's and Sacred Heart, four inner-city schools in the Diocese of Oakland, have begun to plan for their future(s). In the past, these four schools have developed and planned separately, with some guidance and assistance from the Diocesan Department of Education. However, the present situations and relative similarities of the schools have brought them together to such an extent that future planning is now necessarily seen as a joint venture.

The first step of this future planning was seen to be an in-depth, attitudinal needs assessment. It was to meet this need that this "Take Part Workshop and Awareness Walk" was designed.

The purpose of this take part community workshop was to involve clergy, religious, students, parents, neighbors and professional leaders in the community and Diocese of Oakland in a planning process that will serve as a basis for the development of a regional educational masterplan maximizing the religious and educational needs of the families residing in the target area.

The "Take Part Workshop and Awareness Walk" was then the first step in this masterplan process. The images, ideas and attitudes demonstrated in this workshop form a baseline of input and information for these four schools to use in the successive stages of planning for their future(s).

The following pages summarize the data collected from this Take Part Workshop and Awareness Walk held on December 10, 1974.

Dear Friends:

The School Board of the Diocese of Cakland approved at its most recent meeting on November 14, 1974, the first phase of a plan to evaluate the total educational needs of people residing in parts of West Cakland, North Cakland and West Berkeley.

The initial program of this plan will be a TAKE PART COMMUNITY WORKSHOP to be held on Tuesday, December 10, 1974, from 8:00 a.m. to 5:45 p.m. at Sacred Heart School cafeteria, 40th and Grove Streets, Cakland, California. Cne of the first activities of the WORKSHOP will be an AWARENESS WALK through four Catholic elementary schools while in session (St. Columba's, St. Patrick's, Sacred Heart and St. Francis de Sales). Special bus transportation will take small groups of participants to these schools and back to the WCRKSHOP center.

The purpose of the WCRKSHOP is to involve actively students, parents, clergy, teachers, neighborhood, professional, business, labor and civic leaders in a planning process that hopefully will result in a Diocesan educational master plan for the target area.

You have been recommended to me as a person who can bring exceptional personal or professional experiences to our WCRKSHOP planning process. I will be deeply grateful if you can participate.

For the success of the WCRKSHOP it is important that you arrive on time, participate enthusiastically, and stay until the end of the day. Also, casual clothing should be worn since portions of the WCRKSHOP will take place outdoors. Upon your arrival you will be provided with materials and background information.

Lunch and refreshments will be provided. We will look forward to meeting and working with you on Tuesday, December 10, 1974, at 8:00 a.m. at Sacred Heart School cafeteria.

Please indicate on the enclosed reply card whether you will be able to participate and mail it to me by Friday, November 29.

Sincerely yours,

Thomas P O'Shea.

Reverend Thomas P. O'Shea
Superintendent of Schools

Summary

The "Take Part Workshop" brought together its 80 participants for 9 intense hours of interaction and experiences designed to create ideas and images for the future of Catholic education in Northwest Oakland.

The day was divided into eight segments, each building on the ideas and attitudes generated in the previous activities:

1. START-UP - Welcome, introductions, orange juice and donut holes, group consciousness, objectives.
2. WALK-THROUGH - Awareness of the settings and people in each of these four schools.
3. AWARENESS IMAGE - Participants express graphically their strongest impression from the Walk-through.
4. LUNCH - Eat, ~~w~~rap, think, relax, laugh.
5. ATTITUDES SURVEY - A voting session on personal attitudes of the participants concerning religious, social, educational and environmental issues.

6. FANTASY - After an earthquake has entirely destroyed the existing school sites, create an ideal fantasy image of total community education in this area. Money is no object!

7. FUTURE IMAGE - With your feet back on the ground, create a real masterplan for the future using limited resources.

8. WRAP-UP - Where we have been, where we are today, and where we can go tomorrow.

CONCLUSIONS

The workshop activities generated a great deal of creative and realistic thought about the future of Catholic education in North and West Oakland. Out of the activities some definite directions emerged which will provide the basis for future educational planning in this area.

Who Should Be Served?

- More pre-school and kindergarten programs should be offered in this area.
- Schools should not concentrate on an intellectual elite if forced to reduce services.
- Adult education available at each educational site.
- Vocational and career education programs for members of the community.
- School building offers a place for parish or others to offer needed social services.
- Benefit was seen in working toward a student body with members of many racial, social, financial, and cultural backgrounds.

Who Should Work in These Schools?

- Truly committed Christian faculty who should be involved in the whole life of the school.
- Staff with a "people-teaching-people" approach in which parents, students, and staff are all learning together in cooperation.
- Professional and para-professional staff with high level of competency supported by adequate staff development.
- Adults in these schools should be able to facilitate a good self-image in the child.
- Faculty with an understanding of the culture and needs of the students.
- Local community resource persons used as volunteers.

How Should Policy-Making Take Place?

- Participative policy-making a desired goal.
- Local school boards established at each school site.
- A regional board to make policy for the cooperating schools in the area.
- Maintenance of a decentralized model in which accountability resides close to the actual school site and community.
- A cooperative spirit among those with input into decisions: students, parents, teachers, community, paraprofessionals, administrators, pastoral staff, support personnel.
- Delegation of authority to faculty and students should be an important part of operating these schools.

What Kind of Curriculum Should be Offered?

- The core of the schools is and should remain centered on Christ and the mystery of the human person in an atmosphere that fosters the moral development of the children.
- Curriculum should be equally concerned with affective and cognitive goals.
- Basic skills should be stressed; however, in general, the curriculum should be broadened.
- Curriculum could be based on the community and the world in which we live and built on off-campus experiences.
- Multi-ethnic awareness through curriculum and community involvement.
- Diagnosis of student needs at whatever level of instruction and use of teaching techniques that meet these needs.
- The importance of fine-arts in the curriculum was stressed: music, drama, art.
- Media centers and language labs were proposed.
- Ecological awareness.
- Athletic programs for physical development including adequate faculties at the older age levels.
- A humanizing environment with flexibility to allow for change was seen as desirable.
- All people involved in these learning centers: students, teachers, parents, community should view themselves as learners.

How Should Education in the Area Be Organized?

- Most groups saw a need to change the K or pre-school through 8 model.
- Neighborhood schools (P-4 or 5)(K-4 or 5) were suggested.
- Older students (6-8; 5-8?) could move farther from their homes to a school where resources could be centralized and a strong curriculum developed to meet their needs.
- Non-grading, individualization, departmentalization were all suggested.
- Should keep in mind the possibility of the school sites being learning resource centers for adults also.
- In whatever organizational pattern is established effort should be made to maintain the "feeling level" of a small school environment. The comfortable climate for learning, the warmth and spirit of children, the cooperation of staff members should not be sacrificed in any re-organization model.
- Parish boundaries were not viewed strictly, all services being thought of in terms of a geographic region.

How Should these Educational Centers Relate to the Community?

- Schools were seen in continual inter-action with the surrounding community.
- Community can provide:
    - experiences on which to build curriculum
    - volunteers for school activities
    - in-put into policy
    - on-the-job training experiences for vocational education
    - resources for learning (places to visit; materials for classroom use)
- Schools can offer community:
    - a place for meetings, classes, etc.
    - cooperation in changing the environment when needed
    - a central location for such services as: adult education, health services, co-ops for food and clothing, youth centers, etc.

- open space and recreation area

What Kinds of Physical Facilities are Needed?

- New building or remodelling of old ones is needed.
- Sacred Heart seems to have the best facility at present.
- The other three schools need capital improvements.
- More natural areas, greenery are needed in these areas.
- Playgrounds need expansion and/or development in these schools.
- School should act as a change agent when possible to improve the quality of the environment.
- If new buildings are constructed the following factors should be considered:
    1) Need for open space areas
    2) Building to facilitate comfortable family-like settings - not depersonalizing
    3) Need for flexibility in groupings
    4) Possible community use
    5) Multi-purpose construction
    6) Performing Arts & Gym facilities

What are Some of the Financial Implications?

- Parents alone cannot assume complete responsibility for funding the total educational program in these schools.
- More money than is presently available is needed for building improvements and salary increases.
- Teachers' salaries must be raised to a level more comparable with that of public school personnel.
- Wealthier parishes could support inner-city education, possibly by means of a diocesan tax or a diocesan grant-in-aide program.
- Participants could not offer at this time any alternatives to the present financial model operating in the schools.

PART 2

DOCUMENTATION

Start-Up

Sacred Heart Elementary School Cafeteria

a. Group Consciousness

Participants meet one another and begin to develop group sense over orange juice and donut holes.

b. Introduction

Mr. Thomas Brady, Vice-Principal of St. Mary's College High School.

c. Objectives

A brief statement about the objectives and the process of the workshop.

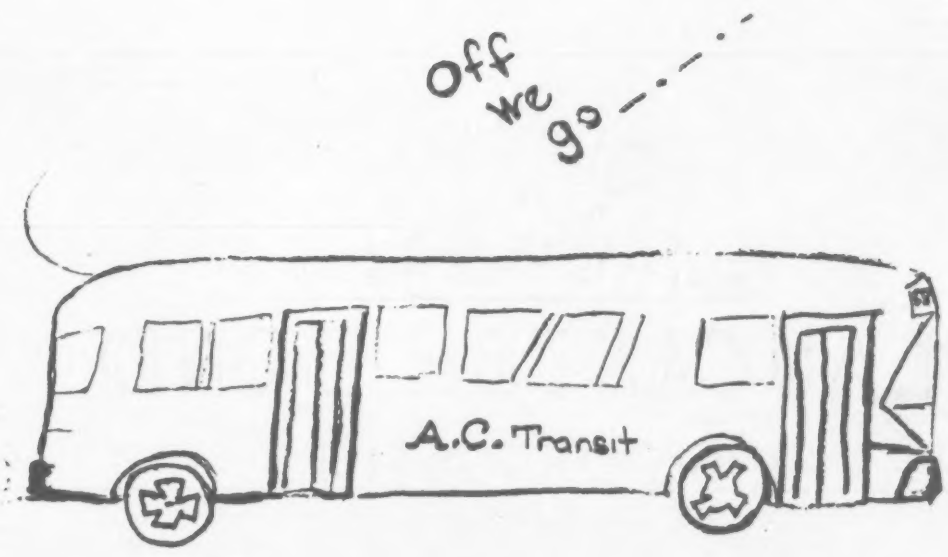
Walk-Through

Rather than lecturing the participants about the educational programs and religious values emphasized, the students, faculty, administration, parish community, envirenmental resources and physical facilities at each school, the participants took an awareness walk through each school while in session to be able to perceive for themselves the programs, values, people, facilities and environmental character present.

Four groups were selected at random by drawing lots. Ten steps were indicated on a map for each school. Facilitators on each bus encouraged the participants to listen, see, write, sketch, take notes, but not talk to one another on each separate awareness walk.

Each school site prepared some directions and questions to help the participants enter fully into each area observed.

Transportation was provided from Sacred Heart School to each school and then participants were taken back to Sacred Heart, where participants shared their awareness experiences.



Schedule - Transportation

TIME	GROUPS 1	2	3	4
8:45 - 9:25 a.m.	SH	SC	SF	SP
9:40 - 10:20 a.m.	SC	SF	SP	SH
10:35 - 11:15 a.m.	SF	SP	SH	SC
11:30 - 12:10 p.m.	SP	SH	SC	SF

SACRED HEART SCHOOL

1. GRADE THREE: Wander around. List creative outlets offered. Pick out one child and observe him/her. Observe teacher-student interaction.

2. GRADE TWO: What kinds of individualized learning activities are provided? Observe individual children. Sketch the area of the room that draws your attention.

3. GRADE FIVE: What are your impressions as you enter this classroom? How are the children interacting?

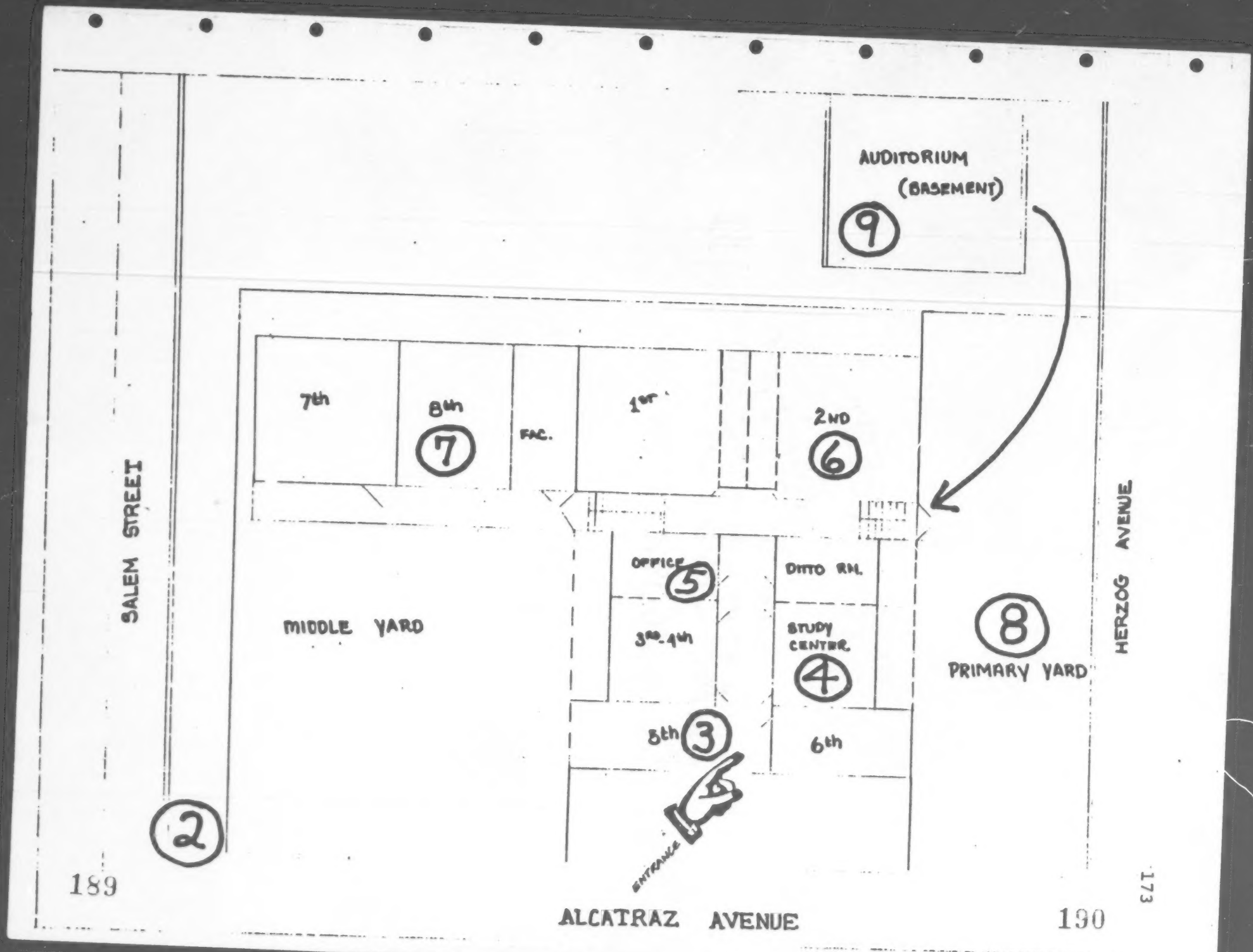
4. GRADE SEVEN: What is your reaction to so many students in one room? What are the greatest needs of the young people in this room? Think how they feel after being confined for the school day.

5. READING ROOM: Observe teacher-student interaction. List other learning activities that could take place in this area. Draw a sketch of what catches your eye.

6. LIBRARY: How well are the students using this room? What would you do to help students get more interested in reading books?

7. OFFICES AND BOOK ROOMS: Do you feel the space is adequate in size? Is the area well used as a place of service?

8. MUSIC AND CRAFT ROOMS: What kinds of musical instruments and art materials/supplies would you add to this room to improve the program? How important are the things that happen here?


AUDITORIUM
(BASEMENT)
9
SALEM STREET
7th
8th
7
FAC.
1st
2ND
6
OFFICE
5
DITTO RM.
MIDDLE YARD
3rd-4th
STUDY CENTER
4
8
PRIMARY YARD
HERZOG AVENUE
5th
3
6th
2
ENTRANCE
189
ALCATRAZ AVENUE
190
173

SAINT COLUMBA SCHOOL

1. CORNER - San Pablo Avenue & Alcatraz Avenue: - Look in all directions. Do you see the Church and Parish House across the street? What is the traffic like?

2. CORNER - Alcatraz Avenue & Salem Street: - Would you like to play in these yards? What kind of activities could go on here? Listen! What play equipment is missing?

3. FIFTH GRADE CLASSROOM (Sister Jeanette Calvo): - What did you notice when you first walked into the school? What activities are going on in class? Who's having a conversation?

4. STUDENT CENTER/LISTENING LAB (Mrs. Gloria Wheeler): What's going on in this room? Write down your immediate impression of the children. Choose one group and observe what they are doing.

5. OFFICE/DITTO ROOM (Business Rooms): Look in and wander around. How is the space used? Look in the other doors. Wander around. What did you see?

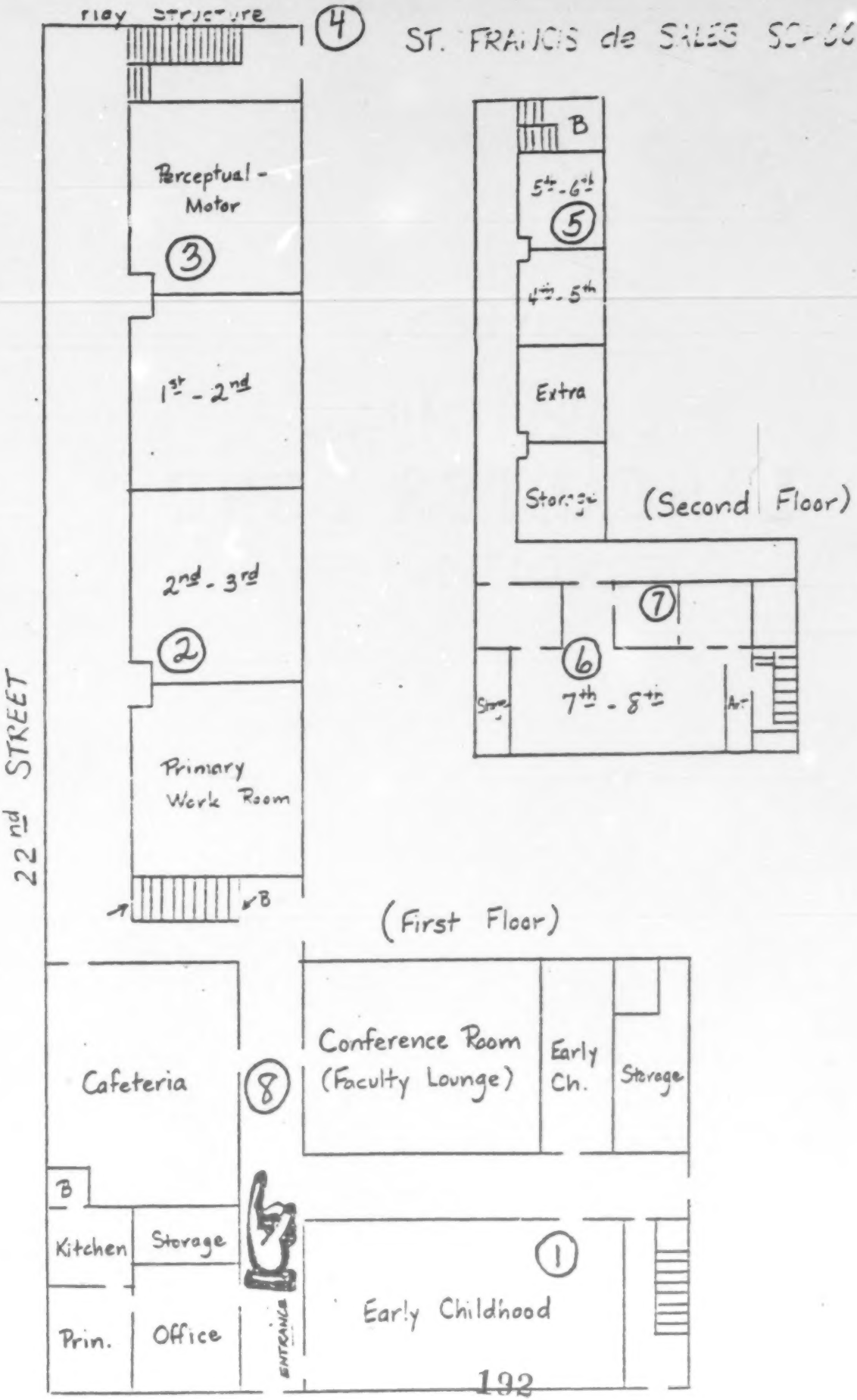
6. SECOND GRADE CLASSROOM (Mrs. Mary Kold): Observe Teacher/Student interaction. How do you feel upon entering this room? Observe one child in class. How does he/she feel about school?

7. EIGHTH GRADE CLASSROOM (Mrs. Isabel Kellum): Stop by the faculty room. Have a cup of coffee. Rest your feet for a moment. Make a sketch of what's important to you in this classroom. Where were you in the eighth grade. Is this what you remember?

8. PRIMARY PLAY YARD: Take the lower route to this yard by the downstairs auditorium. How do you feel about this play area? Walk around the yard. What goes on here?

9. AUDITORIUM (In the Basement): What kinds of activities go on here? Peek into the library in the left corner. What's going on? Wander around and look into all the corners. Draw a simple sketch of what you've seen here.

ST. FRANCIS de SALES SCHOOL



ST. FRANCIS DE SALES SCHOOL

1. EARLY CHILDHOOD CENTER: Wander around. Listen to group instruction. Observe individual children. Record your strongest impressions. How do these children feel about learning?

2. SECOND AND THIRD HOMEROOM: What are the greatest needs of these children? Pick out one child and observe him/her. Observe teacher-student interaction.

3. PERCEPTUAL MOTOR ROOM: What kind of activities go on here? How important are the things that happen here?

4. PLAY STRUCTURE: Who do you think made this construction? If you were six years old, how would you feel about this area? Observe the rest of the yard area. Walk around in it. What feelings does it give you?

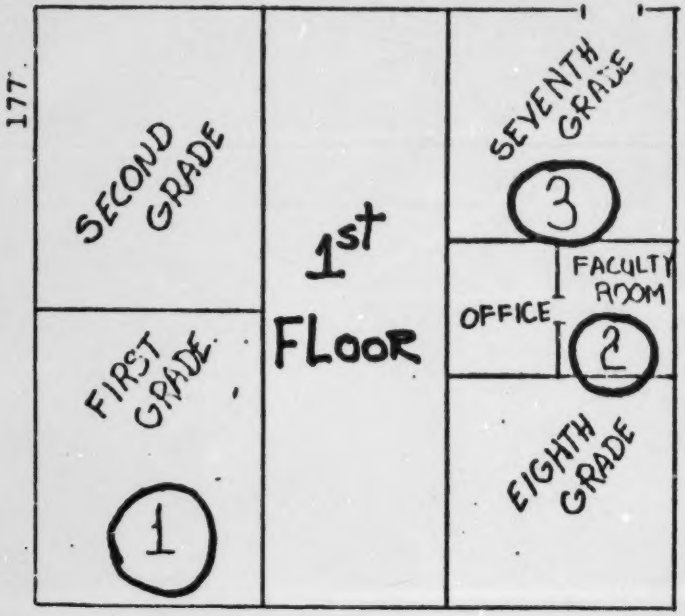
5. 5TH AND 6TH GRADE HOMEROOM: How do you feel in the room? Close your eyes and listen to the conversation or other sounds. How are children interacting? Which area of the room draws your attention?

6. 7TH AND 8TH GRADE CLASSROOM: Enter from the hall and record your first impressions as you enter the large room. Sit in different areas. What activities are or have been going on here?

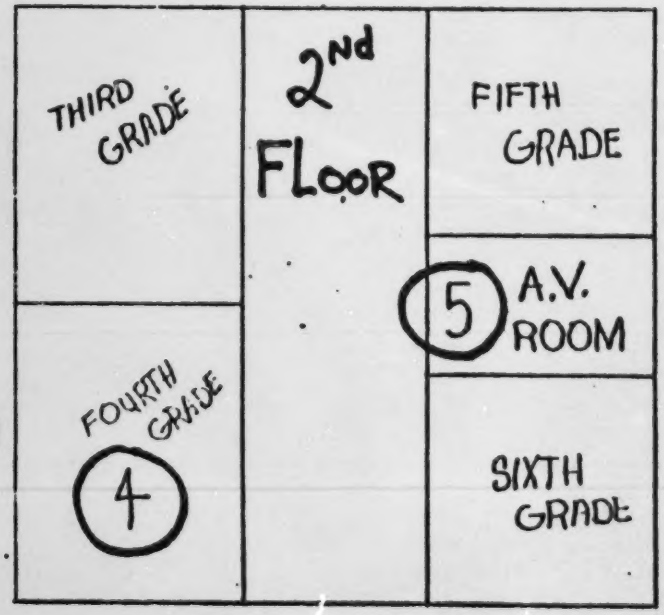
7. LIFE SCIENCE ROOM - YARD: Observe the schoolyard from this angle. How do you feel about it?

8. WALK UP AND DOWN THIS HALL: Look in the doors. Walk in where you wish. What would your impression be if you were a visitor entering the school for the first time?

Saint Patrick's School



SAINT PATRICK'S SCHOOL



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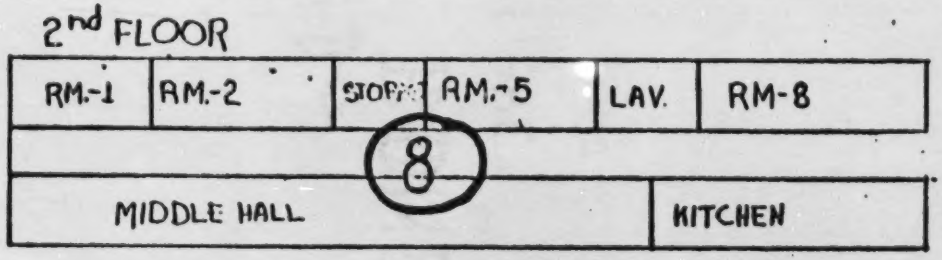

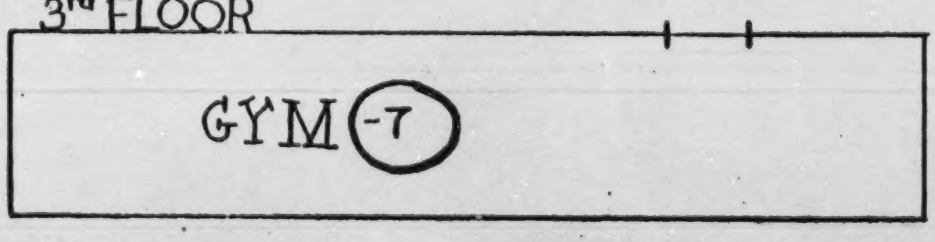

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SAINT PATRICK'S SCHOOL

1. GRADE ONE : Imagine you are six years old. Write down your impressions about the atmosphere and style of learning in this classroom.

2. OFFICE AND FACULTY ROOM: Observe the use of space in this room. Sit down in one of the chairs. Write your impression of this area.

3. GRADE SEVEN: Observe the group learning. Do the students seem able to share ideas?--to use resource materials? What kind of an atmosphere exists in this room?

4. GRADE FOUR: Observe the various learning centers set up in this room. Do you see efforts made to meet the individual needs of students?--what appears to be the children's general attitude toward learning?

5. AUDIO VISUAL (A-V) ROOM: Appraise the A-V Room. If you were a student would you enjoy coming to this room to select materials?

6. RESTROOM AREA: Stan in front of the restoom building. Imagine it is pouring rain and the wind is blowing. How do you feel? What could be done to improve this space?

7. GYM: Visit the gym as an extension of the play area. From the porch of the gym observe the neighborhood. Draw a sketch of what catches your eye.

8. MIDDLE HALL: Visit the middle hall. If you were a teacher in this area, what would you do to make this area a better place for study and small group learning?

9. CAFETERIA: How does it feel to be in this space? Fantasize how the area can be remodeled and redecorated.

10. CONVENT - SCHOOL SUPPLY SPACE: Your are a teacher who has just prepared a creative art lesson but you are short some red construction paper. The bell to begin class is about to ring in five minutes. How do you feel about the accessibility of supplies? How do you feel about the variety of supplies available to you?

AWARENESS IMAGE

When the participants returned to Sacred Heart School Cafeteria from their "awareness walk", they were greeted by a 25'x50' sheet of white, butcher paper laid on the floor. Barefooted and using notes and sketches from their walk, they expressed graphically with crayons and markers their strongest image of their walk through the schools.

Participants were then directed to explain their drawings to those around them.

"At this point in the group process it seemed to me that people were speaking out of their own myopic visions--sort of seeing what they wanted to see with little or no group consensus. It was useful in that it kept the participants on a 'feeling' level--attempting to get at that impression that stood out strongest in their experience of the schools. In attempting to draw this impression or put it into a symbol it removed the tendency to be logical or syllogistic."

A facilitator's impressions

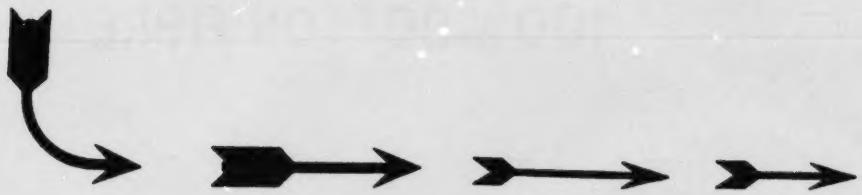
LUNCH

Lunch was organized and served by the mothers and students of Sacred Heart School.

"Sit down with someone you haven't met yet; relax and rap; lunch will be served immediately."

Only two comments were expressed by participants:

1. "Good Food."
2. "My only negative comment: Col. Sander's Box Lunches."



BACK TO WORK

ATTITUDE SURVEY

PURPOSE

The workshop then entered into an activity dealing with personal attitudes concerning present and future needs of students and their families who can be served by Catholic educational institutions and programs.

A list of religious, educational, social, environmental and economic statements were posted and covered on the walls of the cafeteria. Each statement was revealed and read aloud at the same time. Participants were asked to raise their hands and shout out "AYE, NAY, or UNDECIDED" to each statement. Facilitators posted the results of this voice vote immediately. The intensity as well as the response of this voice vote became a resource for the remaining activities of the afternoon.

The purpose of this activity was to (a) get a collective view of what the workshop considered important in the future, and (b) generate new ways of thinking about education.

STATEMENTS

YES	1.	I feel there is evidence of small group instruction.
NO	2.	Too much emphasis is placed on the role of the principal.
NO	3.	There are too many lay teachers in Catholic schools.
YES	4.	There are friendly relationships among the staff members.
NO	5.	There is adequate working space in the classrooms
YES	6.	Lay teachers in Catholic schools should receive the same salaries as public school teachers in the same community.
YES	7.	The kids seem to like each other.
YES	8.	I think that the school buildings are well kept.
NO	9.	Too much emphasis is placed on rules and regulations.
YES	10.	Indoor lunch space should be provided.
?	11.	The curriculum seems to meet the needs of the students.
YES	12.	These schools need gym facilities for physical education.

YES	13.	The Church should serve the needs of this area by providing more pre-school and kindergarten programs.
?	14.	There should be less emphasis on grades and report cards in these schools.
YES	15.	The staffs include members of racial and ethnic minorities.
YES	16.	Richer parishes should help finance the educational programs in these schools.
?	17.	The Church should provide a special school to meet the educational needs of the adults in this area.
NO	18.	It is the responsibility of the parents to finance the total educational programs provided in these schools.
NO	19.	The kids seem to be afraid of their principals.
YES	20.	Religious education and religious values are an obvious part of the teaching style.
?	21.	I think that the students feel free to express their true feelings.
NO	22.	Catholic schools should have compulsory Mass for students.
?	23.	I would feel safe to come to these schools for evening or night-time activities.
NO	24.	The children in these schools are isolated from one another.
NO	25.	These schools are too noisy.
YES	26.	These schools seem well equipped with instructional supplies.
YES	27.	I would like to participate in classroom activities in these schools.
?	28.	Children in these schools are proud of their ethnic heritage.
?	29.	I found the students excited and motivated.
?	30.	Students are not being taught to work independently.
NO	31.	The Catholic school can be best recognized by the strong discipline maintained.
YES	32.	Students and parents should always be involved in the policy-making process in these schools.
YES	33.	The space inside these buildings is well utilized.
NO	34.	Not enough emphasis is placed on the 3-R's in these schools.
YES	35.	I think that these schools all need central libraries.
NO	36.	A teacher's presentation should be emphasized more than student discussion.
NO	37.	Children have enough yard space.
?	38.	All four of these schools should continue to serve grades Kindergarten through 8th.
YES	39.	From my point of view, the student teacher ratio is good.
NO	40.	If lack of personnel and funds become a problem for Catholic schools, they should concentrate on the very bright students who will probably be future leaders.
NO	41.	Maintaining the school's academic standards is more important than students' personal and social adjustment.
YES	42.	I think the instructional assistants work effectively with the students.
YES	43.	I feel that the teachers work well with the students.
?	44.	A Catholic Junior High School (grades 7-8) is needed in this area.
?	45.	Children in these schools are learning about their local community.
NO	46.	Fine arts and drama are a waste of time for these students.
YES	47.	It is vitally important that lay teachers be involved in the whole life of the Catholic school.

?	48.	These schools should not continue to serve the 7th and 8th grade students.
YES	49.	There is a positive spirit exhibited by the students.
NO	50.	I felt uncomfortable in the classrooms.
?	51.	The teachers in these schools are over-worked.
NO	52.	The lighting in these schools is adequate.
NO	53.	It is unwise to delegate much authority to faculty and students in operating a school.
YES	54.	I would love to volunteer in these schools if I had time.
YES	55.	Most children were involved in a learning activity.
YES	56.	There is evidence of a warm and healthy atmosphere.
YES	57.	Time each week should be set aside during the school day for teacher planning and in-service.
YES	58.	These schools need money for building improvements.
?	59.	I feel that the surrounding areas limit the students' attitudes and receptiveness in learning.

CONCLUSIONS

Certain statements on the survey seemed to evoke strong participant reaction. The following ideas emerged forcefully from these responses. They seem to fall into two main categories:

1. Conclusions about the present situation, and
2. Directions for the future.

(Numbers are cited as references to statements above)

The Present

While the workshop found the physical facilities at some of the schools to be old and small and difficult to maintain (5, 37, 58), there was a general feeling that, in spite of the physical limitations, all of the schools were providing a comfortable climate for education (56) in which children were very involved in learning activities (55). Participants felt comfortable in the classrooms and appreciated the warmth and spirit of the children and cooperation of staff members (50).

Staffing: Lay faculty were seen as important contributors who should be vitally involved in the whole life of the school (47). There was strong support for making teachers' salaries comparable with those of the public schools (6). Time for planning and in-service should be set aside each week during the school day (57).

Finances: As seen by participants, financial responsibility for maintaining Catholic education in this area should be shared by wealthier parishes (16). Parents in the area should not have to assume complete responsibility to fund the total educational program in their schools (18). More money than is presently available is needed for building improvements and salary increases (6, 58).

Administration: Participative policy-making was strongly supported for these schools. Students and parents should always be involved (32). Delegation of authority to faculty and students should be an important part of operating these schools (53).

Facilities: Building improvements, gym facilities, and increased yard space were seen as great needs (12, 58, 37).

Services to be Offered: More pre-school and kindergarten programs should be offered by the Church in this area (13). A very intense feeling was shared by participants regarding who should be served if reduction of students became unavoidable. These schools should not become elitist by serving only the brightest students (40).

FANTASY IMAGE

Following the Attitude Survey, workshop participants were divided by lot into eight working groups. The task assigned to the groups was as follows.

> "An earthquake, centered in the East Bay Area, has destroyed all of the target area's schools, convents, churches, and surrounding neighborhoods. No one was hurt; however, all buildings, streets and facilities were totaled. The grounds are intact, though. Massive private funding has been received to provide for the educational and moral development of the population in the area. Funding from these sources stipulates that after assessing the total educational and religious needs of the area's population that the best possible curriculum models and physical plant models be developed."

The idea was to create an ideal fantasy image of Catholic educational institutions and programs in the target area after the earthquake. Working with a facilitator each group was allowed 25 minutes for discussion, 25 minutes to illustrate their ideas and 5 minutes to select a person to present the group's final product. Groups were provided with a set of marking pens, crayons, etc. and a large sheet (6'by 6') to design their dream image.

The fantasy image score proved to be one of the more creative moments of the day. People were able to move beyond present structures and traditions and arrive at unique and interesting ways of serving the Northwest Oakland community.

"NORTHWEST QUADRANT MODEL"

This group divided the city into four parts and designed their model of one quadrant. The central city area was seen as residential with most industry being located in the outlying areas. This central living area hac the following characteristics:

- A large park area around Lake Peaceful
- A large central Church at the intersection of the four sections of the city to serve the needs of worshippers for large liturgical celebrations
- Open spaces, playgrounds, and health centers are scattered throughout the high rise and single-dwelling units.
- Structure of schools: as the child grows older he moves farther from his home and into larger and larger settings
  Every few blocks: child-care or pre-school
  Neighborhoods: grades 1-5 or 6
  One junior high: serving an area
  A high school attached to the central church
- Multi-media materials important
- School should be an outgrowth of the family
- Cooperation with public schools important
- Important to stress a sense of belonging.

"COMMUNITY EXPERIENCE MODEL"

One group envisioned the educational services to the NW Oakland area as being divided into three main centers: pre-school and primary grades, middle grades, and junior high, all of which cross diocesan parish boundaries. The basis of the curriculum would be the community and the world in which we live and would be built on off-campus experiences.

These centers would also serve as adult education units. Each educational facility would be connected by an underground mono-rail system (CERT) to a centralized eleven-story community center building serving the total needs of the people in the area--social, educational, cultural, spiritual, etc. This building was seen as a comprehensive structure with a church on the top floor.

Emphasis was placed on landscaping the areas so as to make the "learning center" available to the whole Bay Area.

On-the-job training could be near at hand via monorail, so vocational education would be a priority and would be available to all ages.

"THE FULL FAMILY SCHOOL"

The main focus of this group was full family and community involvement insuring continuous educational activities. The basic structure called for four primary schools K-4, which fed into a middle school 5-8. There were numerous Early Childhood Education centers surrounding and feeding into the primary schools.

School was based on a twelve month non-graded program with parent involvement at the core. Student teacher ratio was 1-5 in early childhood education, 1-10 in primary and 1-12 in middle grades.

Some of the highlighting features were:

- Stipends to insure parent involvement
- Vocational education beginning in ECE
- Multi-ethnic awareness through curriculum and community involvement
- Full health services
- Co-ops in each school (food, clothes)
- Energy garden in each school
- "Dial-a-bus" transportation
- Credit union in the community
- Individualized and departmentalized instruction
- Residency requirement to work in schools.

Emphasis was placed on natural beauty surrounding the school sites.

"MULTI-USE CONCEPT"

Another fantasy image presented a centralized Junior High School, grades 6-8. This facility would be flexible, having portable walls, and would include a park-like athletic area. Language labs were noted as a necessity.

There were three K-5 feeder schools. Each K-5 facility would have attached to it a parish multi-purpose center including a library, media rooms and cafeteria.

Basic needs for this plan:

- First priority was to create a good self-image in the children
- Development of a good school program stressing pre-school and kindergarten
- Faculty would have to really understand the people's cultures and needs
- Expansion of circle to reach people in community
- Awareness of ecology; lots of open space and greenery
- Stress of basic skills--communication skills, good listening skills
- Faculty committed to values
- Only teachers, both religious and lay, who desire to teach there.

"THE PIE MODEL"

In one group it was seen that each parish including the two (St. Mary's and St. Andrew's) presently without schools would maintain an educational center which would serve the needs of all age groups in their areas. Each of these centers would feed into a centrally located community complex, housing a sports arena, youth center, cafeteria, theatre, and a senior citizen's center.

A facilitator described the plan as follows:

> "My group decided that the best form of educational institution they could come up with following an 'earthquake' was to set up a great and large educational complex to serve the wide range of instructional needs of all age levels of the community. The inner part of this central complex would house athletic facilities, instructional resource materials, food distribution, faculty residents, etc...."
>
> "Eminating from this central complex would be the individual schools meeting the needs of the community."
>
> "It was felt that in this manner each school in the given area would be equally FUNDED and assisted in all its needs, e.g., a pie with all pieces cut equally."

"THE PEOPLE ARE GREAT MODEL"

In one image the school was seen as offering service to a geographic area, North and West Oakland rather than a parish. Parish boundaries were not viewed strictly, all services being thought of in terms of a geographic region.

The school was seen as a community campus with day and night learning. Adult religious education would be taken care of in a religious education center.

People were emphasized as the greatest assets of the learning system as indicated by the comments: "people are the greatest," "whole person", man's value as a person." The image featured many happy faces.

In curriculum basics were emphasized in a Christ-centered curriculum that also stressed athletics and the fine arts: music, drama, and art.

"UNIVERSE(al) MODEL"

One group saw the school of the future built on the pod system with the Church and Performing Arts Building as the center. The children of the 500 families to be served would be organized in multi-age groupings. An integrated student body is maintained in all aspects of life (racial, social, financial, cultural).

Radiating pods would serve as centers for various aspects of the curriculum--mechanical arts, math, science, language, multi-cultural, and facilities for every kind of indoor and outdoor athletics. Each pod would lead into the center and also to the adjoining buildings by an underground rail system. For the many dignitaries expected to visit, a helicopter pod has been installed.

Emphasis was placed on surrounding the school with such natural elements as trees, flowers, grass, lakes with the intention of creating a peaceful learning situation.

Buildings are used for play, learning, and worship. "Involves the UNIVERSE as part of the curriculum; school with a HUMANIZED environment; class modules recognizing FLEXIBILITY."

FUTURE IMAGE

From the fantastic we now returned to earth. Participants were asked to apply all of their previous workshop experiences (awareness images, attitudes, fantasies) and their everyday personal experiences to create Catholic education's future image in the target area. In other words, workshop members were asked to generate ideas for an educational masterplan.

To create this image participants were divided, once again by lot, into six component groups of twelve each. Each group was instructed and guided by facilitators to concentrate on one of the following aspects of educational planning.

GROUP 1: ORGANIZATIONAL STRUCTURE

Who should be served by the educational programs? How many students, teachers? Under what type of admininstrative structure?

GROUP 2: ACADEMIC CURRICULA

What kinds of programs: religious and moral education? bi-lingual? evaluation? School character: style, discipline regulations? Traditional? Experimental? In what areas?

GROUP 3: PERSONAL, SOCIAL AND COMMUNITY RELATIONSHIPS

Teachers: religious/lay, teaching styles, community volunteers and resources. Students: how grouped? Relationships among students, teachers, admininstrators, parish, pastor, principal, diocese?

GROUP 4: AUTHORITY AND ACCOUNTABILITY FOR DECISION-MAKING

Roles of all involved. Sharing of responsibility.

Function of school board. Due process? Negotiation?

GROUP 5: PHYSICAL PLANT

Where to conduct programs: existing or new buildings, rented facilities, public or community facilities?

Needs: classrooms, fine arts, cafeterias, athletic and recreational, special education for gifted and handicapped?

GROUP 6: FINANCES

Sources of revenue? Who should pay for the programs? Distribution of burden to wealthier areas? Criteria for compensating religious and lay employees: salary? fringe benefits?

CONCLUSIONS

1. Organizational Structure

An organizational model emerged from several groups which was characterized by the following features:

- Pre-schoolers were among the children whose needs should be met, and they should receive services in proximity to their homes.
- Schools for lower grades (K-4 or 5) could be established in neighborhoods.
- The primary students would then feed into a central middle school (5 or 6-8) providing services to students from the entire Northwest area.

2. Academic Curricula

The core of our schools is and should remain centered on Christ and the mystery of the human person in an atmosphere that fosters the moral development of our children.

A basic traditional/classic model of solid subjects was outlined to achieve cognitive goals.

Affective goals were seen as equally important: values clarification, positive self-image, respect and appreciation of ethnic backgrounds of students.

Arts could form a core curriculum.

Bi-lingual needs must be given emphasis.

3. Personal, Social and Community Relationships

A school in this area should be an integral part of the community by:

- Using local community resources
- Offering the community a place for meetings, classes, etc.
- Acting as a change agent when possible to improve the quality of environment.

Efforts should be made to maintain the "feeling level" of a small school environment. The depersonalization which can occur in large institutions should be avoided.

Schools should adopt a "people-teaching-people" approach in which staff, parents and students are all learning.

High priority should be given to maintaining the competence of professional and paraprofessional staff.

The staff of these schools should reflect the community in which they are located.

4. Authority and Accountability for Decision-Making

Formal participation in policy-making should be guaranteed. All those involved share a common enterprise. Each has a right and a duty to be involved in his or her school

Local school boards should be established at each school site.

There seemed to be strong support for shared decision-making in the broader Catholic community in Northwest Oakland through:

- a regional school board to make policy for the area
- a decentralized model wherein accountability resides close to the actual school site and community
- cultivation of a cooperative spirit among those many persons with input into decisions: students, parents, teachers, community, paraprofessionals, administrators, pastoral staff, support personnel.

5. Physical Plant

See Organizational Structure

6. Finance

In terms of expenditures and income no viable alternatives were suggested to the present model. "Who gets the benefits pays the price."

Some consideration was given to the possibility of wealthier parishes supporting inner-city education, possibly by means of a diocesan tax or a diocesan grant-in-aide program.

Participants

SACRED HEART SCHOOL

1. Monsignor Michael O'Brien
2. Sister Frances Rose
3. Sister Marie de Porres
4. Mr. Rebello
5. Brian Olivier, student
6. Mr. Raphael Allen
7. Mrs. Shirley Baptista
8. Mr. Dan O'Connell
9. Mrs. Rose Fowler
10. Mrs. Mildred Dean
11. Mrs. Amelia Arzate
12. Mrs. Nicole Jordan

ST. FRANCIS DE SALES SCHOOL

25. Sister Mary Pat LeRoy
26. Mr. Ramon Rodriguez
27. Mrs. Rosemary Escobar
28. Miss Mary Ellen Waluch
29. Mrs. Mateal Broach
30. Mrs. Dorothy Ealy
31. Mrs. Delores Steffani
32. Mr. Ben Hedges
33. Mr. Morris Soublet
34. Mrs. Eleazar Williams
35. Mr. Stanley Howell
36. Rev. Boyce Van Osdel

ST. COLUMBA'S SCHOOL

13. Father Bill Kennedy
14. Mr. Bob Teegarden
15. Mrs. Lydia Thompson
16. Mr. Capers Bradham
17. Mrs. Rebecca Stanton
18. Jrs. Juanita Cox
19. Mrs. Marguerite Carter
20. Mrs. Gay Brooks
21. Ms. Marshal Thompson
22. Mrs. Adalaid Jacobs
23. Ms. Cynthia LeBlanc
24. Mr. Calvin Harrell, Photographer

ST. PATRICK'S SCHOOL

37. Father Clarence Howard
38. Sister Barbara Flannery
39. Mrs. Byzella Goods
40. Mrs. Alberta Simmons
41. Mrs. Rita Roundtree
42. Mr. James Barnes
43. Miss Yolanda Ward
44. Mrs. Stella Topete
45. Mr. Wilfred Harvey
46. Mrs. IvaRene Lasker
47. Sister Catherine Marie Kreta

DIOCESAN EDUCATION DEPARTMENT

48. Father Thomas O'Shea,
    Superintendent of Schools
49. Sister Madeleine Rita Murphy,
    Associate Superintendent of Elementary Education
50. Mrs. Rita Bucher,
    P. T. G. President
51. Mrs. Marty Loquvam,
    Planning Commission
52. Mrs. Marie Ann Wynn,
    President of the School Board
53. Mrs. Barbara Morrill,
    Member of the School Board

CHURCH REPRESENTATIVES

53. Father Paul Schmidt,
    C. C. D. Director
54. Father John Maxwell,
    Pastor of St. Andrew-St. Joseph
55. Father Paul Nourie,
    St. Mary's
56. Sister Mary Ondreyco,
    St. Mary's
57. Sister Toinette Eugene,
    St. Benedict's C. C. D. Coordinator
58. Sister Elizabeth Davis
    Coordinator of Elementary Education - Holy Names Sisters
- Sister Catherine Marie Kreta,
    Coordinator of Elementary Education - Srs. of St. Joseph of Carondolet
59. Mr. Frank Mele,
    Catholic Charities
- Rev. Boyce Van Osdel
    Pastor of First Baptist Church

CITY REPRESENTATIVES

60. Mr. Felix Chialvo,
    Member of the City Council
61. Lt. Philip Coleman,
    Representative of Police Department
62. Mrs. Lytenia Foster,
    West Oakland Planning Commission

HIGH SCHOOL

63. Father Paul Waldie, O.M.I.,
Principal of Bishop O'Dowd High School

OAKLAND PUBLIC SCHOOLS

64. Mrs. Geraldine Hester,
Director of Compensatory Education
65. Mr. Bill Self,
Math Resource Teacher

COLLEGE

66. Ms. Electra Price,
Assistant Dean of Students, Holy Names College

COMMUNITY AT LARGE

67. Mrs. George Scotlan
68. Mr. Henry Cotten
69. Mrs. Eunice Jackson
70. Mrs. Corine Washington
71. Mrs. Lorri Gazzano

FACILITATORS

72. Father Joseph Carroll,
Jesuit School of Theology, Berkeley
73. Mr. Thomas Brady,
Vice-Principal, St. Mary High School
74. Sister Miriam Thomas,
Principal, St. Benedict School
75. Father Slade Crawford,
Counselor, St. Mary High School
76. Brother Norman Cook,
Principal, St. Mary High School
77. Brother Richard Moratto,
St. Mary College
78. Sister Anne Regina,
Principal, Holy Names High School
79. Sister Sebastian,
Principal, St. Bernard School
80. Mr. Bobbie Barrett,
Faculty Member, St. Mary High School
81. Mr. Colbert Davis,
Faculty Member, St. Mary High School

PARTICIPANT RESPONSES

It was a real good experience for me. Learned a lot of what's going on in our school. Thanks for the opportunity.

Parishioner

1. Fruitful gathering.
2. Good community dialogue.
3. Well prepared leaders.
4. Good control by chairman.
5. Creative ideas.
6. Shared responsibility by Diocese and School Department.
7. Wide minority involvement.

Priest

This was a very good program. You should have this a lot of the time. I was impressed by the students at the other schools I attended. They handled themselves very well to all the people going in and out, in my opinion. Have more in the future.

A Student

The workshop was an enlightening experience for me. I was impressed with the over-all education process going on in each of the schools.

The organization and planning was interesting and informative. I would like to see more workshops of this type planned for groups of parents as well.

I only hope that some of the ideas will be used.

A Parent

Cooperation of participants seemed to be honest. Exercises worked well but final recommendations a bit conservative.

Hopefully, it's a beginning.

At-Large Representative

I think the day was very effective and well planned. All the schools were very interesting in their own way. Thank you for inviting me and letting me have a nice day.

Student

Department of Education and Board of Education, please, please act on and implement and organize around the suggestions of the day.

A Pastor

Let's have some <u>action</u> on the recommendations!
Good day, rather tiring.
Built community.
Mike was loud!

A Principal

I found the day very interesting. The comparing of the schools most enlightening. The spirit in the schools was fantastic. The workshop I feel was a little vague. I felt helpless.

Thanks to all who planned this day. The way the day was developed was great: awareness, attitudes, fantasizing the future, practical application. Only one recommendation would be to give a longer period of time for the last session. Good discussion was initiated but we needed more time. I am anxious to see what "comes" as a result of this day. This has been exciting, hopeful and gratifying. My prayers are with you.

Religious Superior

Positives:	Negatives:
Great organization	Colonel Sanders Box Lunch
a. Scheduling	
b. explanations	
Selection of people	
a. interested	
b. ideas	
c. acceptance of each other	
d. diversity of people's interests	

I was impressed with what is involved in the schools. The needed aid should be looked into. The school students are well-behaved.

Parent

Evaluation sheet should have been planned in more detail.

Organization excellent.

Good Food.

Final process could perhaps have been more pointed and practical - - more tied in with 60 questions. I would say tighten the process - - but basic dynamics was good. Perhaps a bit more participation from students could have enhanced the content.

CCD Representative

Most informative. Excellent opportunity for parent participation. Impressed with each aspect of today's activity. Well planned--warm and receptive.

A Parent

I think this was a very good thing that could happen to our schools in Oakland. I do wish we could do it once more. This is also what we need in Oakland. May God bless you in the good work you all are doing for all of us. Peace and love.

A Parent

I began my day with some misgivings. Thought it was a very good experience:

1. Walk around -- excellent
2. Drawing -- good.
3. Questions -- occasionally unclear.
4. Drama -- good.
5. Reality -- tough.

I appreciated sharing ideas with a wide variety of people.

A Priest

Terrific!
Made extremely aware of the problems and the burden of attempting a solution.
Time moved well
"Thanks" for being a part of the day--and a part of education in Oakland.

A Facilitator

I feel the work shop was well planned. I'm sure many long hours were involved. This has been a beautiful experience for me today.

A Parent

I think the whole program was very well organized. I only hope now that the information and insight gained will be used to help solve the problem of these schools and their communities.

A Pastor

1. Helpful to gain perspective of the area.
2. Process of sharing and brain storming-- good.
3. Greater awareness of need for central planning and directing. Each parish can't continue to provide for total education (K-8).

High School Principal

I have been impressed with many things today. The organization was tremendous! The good feeling of people coming together that care about schools. The participation of those who are not personally involved but have given of their time and concenr. I want very much to see results come of the efforts!

Diocesan School Board Member

Brought back memories of my days at S.M., brings me to appreciate what I had. Thanks.

High School Teacher

Something that has been needed in our community for a long time, and should be done again. I received knowledge that I would like to discuss with my family and share with others. It would be nice to have some information on the end results of this day.

At-Large Representative

The workshop was very impressive. It made me realize how much more important it is for my children to study more at home because they really don't have enough teachers and assistants, teachers to help them individually at school. I will take my time at home after today. Also, I didn't know the schools are so run-down.

A Parent

I found it most enlightening and helpful. Visiting the other schools was an especially rewarding experience, revealing tremendous accomplishments with very limited resources. I have no doubts that real positive results will come from today's experience. It is too bad that more people could not have the opportunity that was ours.

A Pastor

All I can say is "A job well done." Thanks for the time it took. I am sure it will be helpful to the diocese.

Diocesan School Board Representative

I think that this type of workshop:

1. Should have been held a long time ago.
2. It was very eye-opening and educating.
3. It should be done again, both here and in other areas as well.
4. It brought a certain segment of the community together.

I enjoyed the day immensely. I think there were some excellent decisions made and I hope they will be followed up in some way.

A Parishioner

The workshop was very full, exhaustive and rewarding, informational and productive. I think some creative ideas were brought out. Eager participants and committed. I was glad to be a part.

College Representative

I enjoyed the process, the variety, the unexpected.

High School Teacher

Process was good. Awareness is made evident. There was a lack of clear direction on the final activity. More concrete help should evolve for the planning. Thanks for all the time and energy that went into this experience.

Superintendent of Schools

There is now a light at the end of our tunnel.

Principal

APPENDIX D. Bishop's Letter of Financial Support

Reverend Thomas P. O'Shea
Director of Education
2910 Lakeshore Ave.
Oakland, Calif. 94610

Dear Father O'Shea:

At the request of yourself and the four innercity pastors, Sacred Heart, St. Columba, St. Patrick and St. Francis de Sales Cathedral, I am herewith committing to writing what I announced orally at our meeting on January 29.

The announcement should be made in all of these parishes immediately that each of these schools will continue to operate until June, 1976.

With that announcement, however, it must also be announced that the whole matter of keeping the schools open in the future is being considered. I don't know whether one or more of the schools will be closed; whether they will be limited to a few grades; whether the children might have to travel to another school to complete their elementary education, etcetera.

Meanwhile, I expect these pastors to do the best they can by tuition, special collections, scholarship programs, etc., to finance their schools.

Concerning the future - after June, 1976 you have quite a project on hand. I hope you can come up with a viable solution.

Cordially yours,

Most Reverend Floyd L. Begin
Bishop of Oakland

flb:jvb

APPENDIX E. Survey Questionnaires

SCHOOL SURVEY QUESTIONNAIRE FOR PARENTS OR GUARDIANS

An Inter-School Planning Board has been established by the four parishes with elementary schools in Northwest Oakland. Realizing the importance of grass roots involvement, the Board is seeking your input and advice. Even though this questionnaire will remain anonymous, we would appreciate your filling out the preliminary information to provide us with background that is essential for interpretation of this survey. Please mark with an (X) the appropriate answer.

General Information

1. Name of parish in which family resides:
( ) St. Francis ( ) Sacred Heart ( ) St. Columba ( ) St. Patrick ( )_____
Other

2. Your relationship to the children attending one of the four schools:
( ) Father ( ) Stepfather ( ) Mother ( ) Stepmother ( ) Grandparent ( )_____
Other

3. Are you a single parent? ( )Yes ( ) No Are you a two-parent family? ( )Yes ( )No

4.

	SELF	SPOUSE	OTHER
Religion			
Age of person/s filling out questionnaire			
Ethnic origin			
Sex			

5. Number of family members living in household at present time: _____

6. Age/s of younger children not yet attending school: ____ ____ ____

7. How many of your family currently attend each of the following kinds of schools?

	Public School	Catholic School	Other private school
Elementary (K-8)	Number:	Number:	Number:
High School (9-12)	Number:	Number:	Number:

8. What was the total income (before taxes) of your immediate family last year?

Under $4,000 _____	$10,001 - 15,000_____
$4,001 - 6,000_____	$15,001 - 20,000_____
$6,001 - 8,000_____	$20,001 - 25,000_____
$8,001 - 10,000_____	$25,001 or more _____

* * * * * *

Please circle the number from 1 to 5 which best represents your opinion on the following statements:

	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
9. I believe our parish school should continue to operate all grades and programs in the future.	1	2	3	4	5
10. Given the need for change, I believe I would support a program of consolidation among the four schools.	1	2	3	4	5

11. Circle below the maximum monthly amount per family I would be willing to pay for our child's/children's education in our parish school?
$25.00 $30.00 $35.00 $40.00 $45.00 $50.00 $60.00

12. If our school was to close for financial reasons, I would send my children to:
( ) a public school of my choice ( ) a Catholic school of my choice ( ) a private school of my choice

The Inter-School Planning Board is attempting to develop long-range plans which will create a better educational environment in the elementary schools and bring them up to an acceptable standard based on the Diocesan's educational philosophy and requirements. As a step in that direction, the Committee has prepared the following questionnaire.

QUESTIONNAIRE FOR TEACHERS,
LIBRARIANS, AIDES, SPECIAL TEACHERS

Name: _____ School: _____

Date: _____ Room: _____

Grade or subject taught: _____

I. Classroom: (or library, office, etc.)

How long have you taught in this room?
How many students are in this class?
Do you believe this room to be crowded?

Lighting:

Is there adequate natural light?
Adequate artificial light?
How about on dark days?
Do students complain of glare from windows?
Can you darken the room for audio-visual?
Are there enough electrical outlets?

Windows:

Is there a view of the outdoors?
If so, is it pleasant, distracting, what?
Do windows open and close easily?

Sound:

Is it hard for you to speak normally and make yourself understood by everyone?
Is it hard for you to understand the speech of students or others in the room?
Does the room seem noisy?
What is the floor surface?
What kinds of noises in the room bother you?
Do you ever leave the corridor or outside door open?
Do noises from neighbors interfere with work?
What kind: Radio ____ Television ____
Record Player ____ Traffic ____
Speech ____ Outside Play ____

APPENDIX F. First Report of Structural Engineers, McClure and Messinger

Mr. Clement Finney
Oakland Diocese of the Catholic Church
2800 Lakeshore Avenue
Oakland, California 94610

Subject: Investigation of Four Oakland Diocese Schools for Earthquake Safety

Dear Mr. Finney:

As per your instruction, we have investigated six school buildings at four school sites within the Diocese for earthquake safety. The schools investigared are as follows:

REPORT NO.	SCHOOL	DATE BUILT.	LOCATION
1.	Saint Francis de Sales	1927	San Pablo Ave. & 21st St., Oaklar
2.	Sacred Heart	1955	41st & West Sts., Oakland
2A	Sacred Heart Gymnasium	About 1920	
3.	Saint Columba	1925	Alcatraz & Herzog Sts., Oakland
4.	Saint Patricks	1878	Campbell & 10th Sts., Oakland
4A	Saint Patrick Gymnasium	1898	

Investigation consisted of a walk-through inspection of each building including, where possible, an investigation of unfinished basement floor and attic areas. The purpose of looking at unfinished areas of wood framing was to see if the main bracing walls, floors and roofs were sheathed with plywood or diagonally laid wood sheathing which is considered as being acceptable earthquake resisting components, or straight laid wood sheathing placed at right angles to supporting members which is not considered acceptable earthquake resisting components. Also, we wished to see the attachment, if any, of floor and roof diaphragms to walls, and the attachments of walls to foundations. Also, we studied the original Contract Drawings, when available, to see the type of detailing of earthquake resisting components including floor and roof diaphragms, shear walls, and the boundary elements of all diaphragms and shear walls including chords, collector members and attachments of members to one another. Unfortunately, the only complete original contract drawings which were available were of Sacred Heart School.

After the walk-through investigations were completed, further investigation was made in certain schools to obtain additional information. After all the information was obtained and compiled, each building was classified GOOD, FAIR, POOR, or VERY POOR in our judgment of its ability to resist earthquake forces. Listed below are the definitions of GOOD, FAIR, POOR and VERY POOR used in this report.

GOOD seismic performance rating would apply to buildings whose performance during a major seismic disturbance* is anticipated to result in some structural and/or nonstructural damage that would not significantly jeopardize life.

FAIR seismic performance rating would apply to buildings whose performance during a major seismic disturbance* is anticipated to result in structural and nonstructural damage that would represent low life hazards.

POOR seismic performance rating would apply to buildings whose performance during a major seismic disturbance* is anticipated to result in significant structural and nonstructural damage that would represent appreciable life hazards.

VERY POOR seismic performance rating would apply to buildings whose performance during a major seismic disturbance* is anticipated to result in extensive structural and nonstructural damage, potential structural collapse, that would represent high life hazards.

*Major seismic disturbance is defined for the purposes of these Seismic Performance Ratings as an earthquake at the site which would be given a Modified Mercalli Intensity Scale (as modified by Charles F. Richter in 1958) rating of at least IX based on the description of the structural effects. It is assumed that the intensity of ground shaking is not appreciably greater in areas rated MM X, MM XI, and MM XII than in areas rated MM IX. The damage descriptions in MM X, MM XI and MM XII relate more to the geologic features and non-building structures.

At this point in time in the United States, the death rate from earthquakes has been very low. Statistics indicate that the probability of injury or death is much higher at almost any other activity (such as walking along a road or riding in a car) than in occupying a building that someday will be subjected to a major earthquake. The odds of a person, on a given time of a given day, being in a building that has collapsed in an earthquake occurring on that day are remote. However, there is a great risk, in concentrating many people in a building that has had high life hazards which might collapse in an earthquake, or subjecting many persons to potential falling hazards that could occur during an earthquake.

In the case of school buildings, the maximum solution would be to design new schools or reconstruct old schools in such a manner that the failure would be reasonably precluded. A minimum solution would be the up-grading of all schools to a point where the schools undoubtedly would suffer heavy damage in a major earthquake, but complete collapse would be improbable, and all major potential falling hazards have been eliminated.

The factors involved in setting an engineering policy for earthquake design of school buildings involves so many non-engineering factors, such as finance,

risk compared with other activities, amount of time of occupancy, compulsory or voluntary attendence, etc., that it is far beyond the scope of this report to suggest the proper precise standards of required building safety.

Another point of concern in the investigation of buildings for earthquake safety is the identification and assessment of possible Falling Hazards. Previous experience with damage resulting from earthquakes has indicated that the collapse and falling of such items as unreinforced roof parapets and chimneys, improperly anchored stone or cast stone ornamentation, unattached brick or tile veneers (other than 3/8 inch or less in thickness), unanchored statuary, improperly anchored marble wainscots and partitions, and unreinforced brick, tile or unreinforced concrete walls, can constitute a high hazard to life.

Another source of falling hazards which could constitute a serious hazard to human life and safety is the attachment of mechanical equipment in attic spaces, the attachment and support of lighting fixtures, and the anchorage of casework cabinets and storage racks. Observation of these items were beyond the scope of this report, and we recommend that these be investigated in detail.

Because of the proximity of all four schools to three major fault systems, the San Andreas Fault (west of San Francisco; the Hayward Fault (at the west edge of the Berkeley Hills; and the Calaveras Fault (through the San Ramon Valley near Walnut Creek), it is inevitable that each of these schools will be subject to at least one great earthquake during their remaining lifetime. Saint Patricks is the only school that so far has been subject to one great earthquake (San Francisco, 1906), and possibly its distance from the epicenter of that earthquake saved it from collapse.

In conclusion, these reports, because of lack of time, include no mathematical calculations and this investigation, per your instructions, was visual and cursory, and the conclusions drawn, by necessity, will be based upon our best judgment and what we were able to observe. Because of the cursory nature of this investigation, the reports are somewhat brief in scope. Before the Diocese comes to any conclusions, regarding the disposition of these schools, we would suggest a meeting with you for further discussion.

Very truly yours,

David L. Messinger, SE 809

Arthur W. Anderson, Jr., SE 968

REPORT NO. 1

REPORT ON THE EARTHQUAKE SAFETY OF

SAINT FRANCIS DE SALES SCHOOL

GENERAL

Saint Francis de Sales School is located on the corner of San Pablo Avenue and 21st Street in Oakland, California, and was reportedly constructed in 1927. It was remodeled in 1962. Other than one sheet of drawings for the 1962 remodeling, there were no drawings or specifications available for review. The building is two-story of Type III construction with a partial basement. The building is partially sprinkled.

ROOF

All roofing material consists of tar and gravel. Roof framing consists of straight laid wood sheathing over wood joists which are supported by wood girders. Wood joists and wood girders are fire cut at the ends and frame into the brick walls and bear on wood shims in the walls. Joists are blocked along the face of all walls and the sheathing terminates on the blocking. The blocking nails to the joists and is not bolted to the walls. Where joists run parallel to walls, the walls are braced only by the wood girder connection and rod anchors placed at random intervals. Where joists frame into walls, the walls are braced by rod anchors placed at every fifth joist.

FLOORS

The floors consist of diagonally laid wood sheathing supported by wood joists. The joists bear on wood girders, or wood bearing walls, or bear directly on the bricks. The connection of the floors to the brick walls is similar to the roof connection to the walls, although no rod anchors were noticed.

WALLS

The exterior walls and one interior wall are 12 inch solid header bond or Flemish Bond common brick work. This type of bonded brick is normally unreinforced and the existence of steel lintels over all wall openings including vent holes to the basement area would indicate that the walls are unreinforced. A pacometer (metal indicating device) test around the entire building gave no indication of wall reinforcement. However, such a test is only accurate for a maximum of four inches in depth. The exterior wall is reduced in width by a precast concrete ornamental band which extends 5 inches into the brick work near the first floor line. Pacometer readings of the ornamentation gave no indication of reinforcing. Piping holes cut through the brick work indicated solid brickwork with no reinforcement. The brick mortar contains a high percentage of lime and is of poor quality. Workmanship in unexposed locations also was of poor workmanship. Other interior bearing walls consist of wood studs bearing on concrete footings.

FOUNDATIONS

Foundations consist of continuous concrete footings and walls supporting brick or wood walls. The sill plates of the wood walls are not bolted to the footings. An access hole cut through the top of one concrete foundation wall indicated no sign of reinforcing.

FALLING HAZARDS

Falling hazards noted during the inspection consist of cast stone work or concrete around the main entrances on Grove Street, cast stone or concrete window sills, and cast stone or concrete at the roof cornices. Where accessible, these items were checked by the pacometer. None of these items gave any indication of reinforcement. Also, the classroom wings of the building have brick parapets approximately 3'0" high, and in all probability the parapets are unreinforced. All of these conditions have traditionally been dangerous in past earthquakes, and should be further investigated as to their structural adequacy.

PHYSICAL CONDITION

Except for some cracking of the brick walls along Grove Street, the building seems in fairly good physical condition. There is some cracking of interior plaster walls, particularly at the stage area. Termite and dry rot conditions are beyond the scope of this report.

CONCLUSIONS

This structure lacks a properly developed roof diaphragm and proper attachment of roof and floor diaphragms to the brick walls. The exterior brick walls have very little bracing to prevent them from falling outward during a major earthquake. The brick walls have weak mortar and are probably not reinforced. Unreinforced brick walls have traditionally performed poorly in past earthquakes, and are not allowed in modern building codes. This building should be rated Very Poor as defined in the cover letter accompanying this report.

REPORT NO. 2

REPORT ON THE EARTHQUAKE SAFETY OF

SACRED HEART SCHOOL

GENERAL

Sacred Heart School, located on 41st and West Street in Oakland, California, consists of an Academic Building and a Cafeteria Building which were constructed in 1953. Both units are one-story buildings of Type V-N construction. Also, there is a Gymnasium which is rarely used by the school. The Gymnasium is reviewed in Report No. 2A.

ROOF

The roof of the Academic Building in general, consists of 2 inch straight laid wood sheathing over steel bar joists, with certain areas at the corridors consisting of diagonal wood sheathing over wood joists. Roofing material is of tar and gravel. The roofing material of the Cafeteria Building consists of tile laid over diagonal wood sheathing, wood joists and wood trusses.

FLOORS

The floors consist of concrete slabs poured on grade.

WALLS

The exterior walls of both buildings consist of wood studs sheathed with diagonal wood sheathing and stucco. The interior bearing walls, which in many cases must serve as bracing walls, consist of wood studs braced with 1x6 diagonal wood let-in braces. The typical bolting of the sill plate of the stud walls to the foundations is considerably better than the minimum required by the Uniform Building Code. In the exterior walls of the Academic Building, there are brick pilasters. These pilasters are solid grouted and reinforced, and are braced by the footings at the bottom and are bolted to the wood framing at the top.

FALLING HAZARDS

There appears to be no details on the drawing indicating the foundation and reinforcement of the walls of the incinerator chimney in the Cafeteria Building. Therefore, it should be considered a falling hazard until proven otherwise. Also, no details are shown on the drawings as to the attachment of the brick veneer to the walls. Therefore, the high walls of brick veneer at the entrance should be considered as a falling hazard until proven otherwise. A pacometer (metal indicating devise) test indicated ladder mesh reinforcement at regular intervals in the horizontal joints of the veneer, but no indication of attachment to the walls was detected.

CONCLUSIONS

The Academic Building and the Cafeteria Building were built in 1953 and presumably were checked and approved by the Building Department of the City of Oakland. The earthquake forces used in the design of one-story buildings on grade in 1953 are substantially the same as the forces required in present-day Building Codes. However, a study of the drawings leads a qualified person to surmise that the buildings will not figure for calculated earthquake forces. Some disturbing details are as follows: Skylights breaking up roof diaphragms; two-inch straight laid wood sheathing on the roofs with no added plywood diaphragm to take earthquake forces; very minimal wall lengths of certain diagonally sheathed exterior walls; the attempt to brace the building with let-in wood braces; and plywood in certain walls terminating at ceiling lines or just below top wall plates. In deference to the buildings, there are many interior walls which, although by Code do not qualify as shear walls, will, never-the-less add some bracing to the building. We conclude from our visual inspection of the buildings and the drawings that the Academic and Cafeteria building would probably suffer structural and nonstructural damage in a great earthquake. We cannot, however, without further investigation state at this time that the buildings represent a serious hazard to the occupants. The falling hazards, however, should be further investigated, as they could present a hazard to the occupants if not properly anchored or reinforced. This building should be rated FAIR as defined in the cover letter accompanying this report.

REPORT NO. 2A

REPORT ON THE EARTHQUAKE SAFETY OF

SACRED HEART SCHOOL GYMNASIUM

GENERAL

The Sacred Heart School Gymnasium is located on 40th Street in Oakland between Grove and West Streets. The age of the building is unknown, but school personnel estimate its age at approximately 50 years. No drawings are available for this building. The building is rectangular in shape and has two wood framed floors.

The upper floor consists of a gymnasium containing a basketball court with no bleachers. The lower floor, which is approximately 2'0" above grade, contains a school for the deaf. At one time, it was reported that the lower floor area was completely open. However, partitions were added to provide rooms for the deaf children. The Gymnasium is never used while the deaf school is being used because the vibration would disturb the children. The building is Type V-N construction.

ROOF

The roofing material is unknown. The roof framing consists of straight laid wood sheathing over wood joists. The joists are supported by a steel truss system. The steel trusses look adequate and show no apparent signs of distress. The exact support of the steel trusses cannot be verified without tearing out large areas of finish. However, our investigation indicates that the trusses are supported on wood columns that are approximately 8"x8".

FLOORS

Both the upper and lower floor framing consists of wood flooring supported by diagonally laid wood sheathing which is supported by wood joists. The joists, in turn, are supported by wood girders. The floor girders appear to be supported by wood posts.

WALLS

The exterior walls consist of wood studs, horizontally laid wood sheathing and stucco. The interior surface of the exterior wall consists of wood lath and plaster at the first floor level and horizontally laid wood sheathing at the second floor level. There are many openings cut in all of the exterior walls.

FOUNDATIONS

The foundations, in general, consist of continuous concrete footings. No sill bolts were found between the sill plates and the foundations, however,

sill plates appear to have had spikes driven part way into them with the rest of the spike's length being forced into the wet concrete.

FALLING HAZARDS

On the exterior of the building at the north-west corner, there is a chimney and a flue. The attachment of the chimney to the exterior wall is unknown, but the attachment of the flue looks very questionable.

PHYSICAL CONDITION

The building looks in farily good physical condition, considering its age. The exterior stucco has few cracks. However, the exterior asphalt paving bears against the stucco which makes an open invitation to termites and dry rot. I am told that the wooden gymnasium floor often needs repairs. This may be caused by the fairly long spans of the wood floor joists which could give a springiness to the floor.

CONCLUSIONS

This building has good geometric shape. The first and second floors are framed with diagonally placed wood floor boards which can resist earthquake forces and distribute these forces to the exterior bracing walls. Unfortunately, the exterior walls have no diagonally placed boards or plywood on them and cannot legally function as earthquake bracing walls. Also, the large amount of windows in the walls severely reduces the bracing effectiveness of the walls. Also, the roof has straight laid boards between joists and cannot function as a bracing element. This building does not comply with the provisions of modern earthquake building codes and does represent a hazard to the occupants of the building. This building should be rated as POOR as defined in the cover letter accompanying this report.

REPORT NO. 3

REPORT ON THE EARTHQUAKE SAFETY OF

SAINT COLUMBA'S SCHOOL

GENERAL

Saint Columba's School located on the corner of Alcatraz Avenue and Herzog Streets, in Oakland, was built in 1925. Only the mechanical drawings of the original construction are available. In the 1950's a west wing of two classrooms was added to the school. No drawings are available for this addition. Actual construction materials of this wing are unknown. The original building is a Type V-N structure with one framed floor and a full basement. The addition consists of a one-story slab-on-grade structure. The original building and the new wing would be rated Type V-N construction.

ROOF

The roofing material of the original construction is tar and gravel, supported by straight laid wood sheathing and wood joists.

FLOORS

The floor construction of the original building consist of wood sheathing supported by wood joists, girders and posts. We were not able to determine whether the floor sheathing is straight of diagonally laid.

WALLS

The exterior walls of the original building consist of wood studs with horizontal laid wood sheathing and stucco applied over. Interior bearing walls consist of wood studs. In the Auditorium section of the basement, wood bearing walls are supported by wood girders and posts.

FALLING HAZARDS

No falling hazards were observed.

PHYSICAL CONDITION

Other than recent repairs to the ceilings in the original building, no adverse physical conditions were encountered. It was reported that certain ceiling areas recently collapsed, but have been replaced. Termite and dry rot inspection are beyond the scope of this report.

CONCLUSIONS

The original building lacks the commonly accepted components of earthquake resistance which are properly developed floor and roof diaphragms, periphal diaphragm chords and collectors, and properly developed shear walls. The

original building does have good geometry and has fairly good lengths of exterior walls without openings. The original building, however, does not comply in any way to the provisions of modern earthquake building codes, and does represent a hazard to the occupants of the building. This building should be rated POOR as defined in the cover letter accompanying this report.

Although nothing is known about the framing details of the 1950 addition, it presumably was checked and approved by the Oakland Building Department. The earthquake forces used in design in the 1950's for a one-story slab-on-grade building are substantially the same as the earthquake forces required today. A cursory examination of the 1950 addition does not reveal any great hazard to the occupants of the building. Because of lack of information, we would tentatively rate the 1950 addition as FAIR.

REPORT NO. 4

REPORT ON THE EARTHQUAKE SAFETY OF

SAINT PARTICKS SCHOOL

GENERAL

Saint Patricks School is located on the corner of Campbell Street and 10th Street in Oakland, California and reportedly was constructed in 1878. No drawings of the original construction are available. In 1931 the school was remodeled and drawings for this alteration were made available to this office. The building is a two-story Type V-N construction with a partial basement.

ROOF

The roofing material at the sloping areas consists of asbestos shingles. The roofing material at the flat central area is unknown. Roof framing consists of wood joists supported by wood girders and posts. The joists at the flat central area are sheathed with straight laid wood sheathing. The joists at the sloping area are stripped with 1x6 spaced straight laid wood sheathing.

FLOORS

The floors consist of wood joists supporting straight laid wood sheathing and wood flooring. Joists span from bearing wall to bearing wall.

WALLS

The exterior walls consist of wood studs with horizontally laid wood sheathing with exterior stucco. The interior bearing walls are constructed of wood studs. The original foundations are made of brick and the foundations added in 1931 are concrete. In the original work there doesn't appear to be any bolting of sill plates to the brick foundations. Mortar in the original foundations contains lime and is of poor quality. Certain basement walls that were shown as four-inch structural wall tile on the 1931 remodeling drawings are unreinforced brick.

FALLING HAZARDS

The unreinforced brick chimney at the south-east corner of the building should be considered a falling hazard. Also, there are pieces of old brick work lying in the ceiling space of the attic which present a hazard due to the possibility of falling through the ceiling during an earthquake.

PHYSICAL CONDITION

This structure, considering its age, appears to be maintained in good condition. No signs of water leakage or signs of serious plaster cracking were noticed. Termite and dry rot conditions are beyond the scope of this report.

REPORT NO. 4A

REPORT ON THE EARTHQUAKE SAFETY OF

SAINT PATRICKS SCHOOL GYMNASIUM

GENERAL

Saint Patricks School Gymnasium is located on 10th Street in Oakland between Peralta and Campbell Streets. The date over the entrance door indicates that it was constructed in 1898. However, we are told, the building was moved from the corner of 10th and Peralta Streets to its present location about twenty years ago when the new Chapel was built. No drawings are available on this structure. The building has two stories with a full basement. The basement is almost completely open and contains a Cafeteria. The first floor consists of a double loaded corridor with rooms on both sides of the corridor and the second floor contains a Gymnasium with a stage at one end. The building is Type V-N construction. The building appears to be a fire hazard.

ROOF

The roofing material at the sloping areas of the roof consists of mineral surface roofing over wood shingles. The roofing material at the flat central area is unknown. The roof framing consists of wood joists supported by trusses. I would presume that the trusses are framed with wood. The joists at the flat central roof area are sheathed with straight laid wood sheathing. Joists at the sloping roof area are stripped with 1x6 spaced straight laid wood sheathing.

FLOORS

The second floor appears to be straight Douglas Fir flooring boards nailed directly to wood joists. The wood joists span from corridor walls to the exterior with the corridor walls carrying the loads to the first floor. The first floor appears to be framed similar to the second floor with the load along the corridor being picked-up by steel beams which are supported by columns down to the basement. The joists at the corridor are unblocked and sit directly on the steel beams. There is no wood plate on top of the beams.

WALLS

The exterior walls up to the first floor consist of exterior stucco, diagonal wood sheathing, 2x6 rough studs @ 12" o.c. and wood lath and plaster on the inside. Above the first floor the exterior wall consists of exterior stucco, horizontal wood siding, 2x6 rough studs @ 12" o.c. and wood lath and plaster on the inside. The interior studs are wood with wood lath and plaster on each side. Certain partitions at the second floor level are balloon framed and completely cut through the floor sheathing.

CONCLUSIONS

This building lacks the commonly accepted components of earthquake resistance which are noted in the cover letter to this report. The building does, however, have many nonstructural interior walls and relatively good geometry which would probably mitigate to some extent the hazard to the occupants in the event of a great earthquake. The hazards to the occupants in this building are the total lack of an acceptable roof diaphragm, any connection between the interior walls and the roof sheathing, the lack of bracing of the roof structure which is supported on unbraced wood columns from the second floor ceiling to the roof, and the brick chimney which is neither anchored to the structure no reinforced. The building does not comply in any sense to the provisions of modern earthquake building codes. This building represents a clear hazard to the occupants of the building due to the possible collapse of the unbraced roof, the falling hazards previously noted, the lack of developed floor and roof diaphragms and the lack of developed shear walls. This building must be rated POOR to VERY POOR as defined in the cover letter accompanying this report.

APPENDIX G. Second Report of Structural Engineers, Shapiro, Okino, Hom & Associates

The Diocese of Oakland
2900 Lakeshore Avenue
Oakland, CA 94610

Attn: Clem Finney

Subject: St. Francis de Sales
and St. Patricks
Schools - Oakland

Gentlemen:

At your request I have reviewed a report -- "Investigation of Four Oakland Diocese Schools for Earthquake Safety" -- prepared by McClure and Messinger, December 1, 1975. My review was with particular reference to the subject schools.

My purpose was to evaluate the approach used by McClure and Messinger in arriving at the conclusions reached in their report and to give my own opinion as to the validity of their conclusions.

On December 29th I visited the subject schools with Clem Finney and Arthur W. Anderson, Jr. of McClure and Messinger. I have carefully studied the report in light of my observations and discussions and the following are my conclusions.

1. McClure and Messinger have approached the problem of evaluation of the subject buildings in a conservative and careful manner.

2. Their observations and conclusions are correct.

3. The following comments outline my own reactions to the subject schools.

   a. St. Francis de Sales School. McClure and Messinger rated this school "Very Poor". This is a correct rating but could include even greater emphasis on the fact that this building is essentially a text book version of a hazardous building. Recent California earthquakes (Santa Barbara, 1925; Long Beach, 1933; Bakersfield, 1952; Santa Rosa, 1969; and San Fernando, 1971) have confirmed that

- cont. -

unreinforced masonry buildings with poorly tied roofs and floors are extremely vulnerable to serious damage or collapse. Literally hundreds of case histories and photographs bear out this unfortunate fact.

b. St. Patricks School is rated "Poor to Very Poor" by McClure and Messinger. Again, I am in agreement with the rating but feel certain descriptive emphasis can be added. While, as the report states, none of the structural features associated with earthquake resistant construction are included in this building it has the mitigating feature of being relatively light and flexible construction. Historically this type of building has survived earthquakes better than poorly built heavier construction. This, no doubt, was considered -- as well as the favorable geometry and accidental lateral force resisting shear walls -- in upgrading the rating slightly above "Very Poor". At any rate, the building must be considered marginal at best. While not specifically asked to comment on the gymnasium building, I did walk through it and agree with McClure and Messinger's rating for the reasons they have cited.

I would welcome the opportunity to discuss my findings with you if further clarification is required.

Very truly yours,

Daniel Shapiro

APPENDIX H. Diocese Studies Middle School Plan

★

Diocese now studying 'middle school' plan

Sister Mary Pat, principal of St. Francis de Sales School, looks on the middle school as "a good grouping in terms of moral development and curriculum expansion."

Divine Word Father Clarence Howard, pastor of St. Patrick parish, sees the middle school as one practical alternative to save Catholic schools from escalating costs.

A middle school structuring would mean a full-fledged program for the upper grades that would enhance their curriculum and enlarge the scope of their development. It would also afford educational models for younger children that fit individual and specialized needs at their own sites.

Sister Sebastian Adza

Father Clarence Howard

"With a middle school," Father Howard says, "we can fully utilize the talents of our teachers and resources. The middle school, however, should be centrally located to benefit everyone."

In developing a philosophy of the middle school, the Department of Education stresses that "reverence and respect for each person is the foundation on which the Catholic school is built. Each student has certain rights; each student has potentials which can be developed."

The Department studies recognized that "inbetweenagers" are in an important stage of development and the environment must be conducive to promote the dignity of each student.

Just as the regional programs are developing, the middle school concept is evolving. Holy Cross Sister Sebastian Adza, coordinator of planning and research for the Department of Education, sees the Inter-School Board and the Planning Commission as an opportunity for involvement of pastors, teachers, administrators, parents and parishioners in the decision-making of the diocesan school program.

The Inter-School Planning Board is concerned about regional school planning for the inner-city schools in Northwest Oakland and subsequently in East Oakland and the suburbs. It also has completed several studies on the middle school concept as an alternate model of education.

Expert leaders in Catholic and public school education are sharing research, readings and expertise in their dialoguing to develop models and refine plans that would be feasible and acceptable in the Diocese of Oakland.

Father Thomas O'Shea, superintendent of schools, says, "The Planning Commission and Department of Education are studying the feasibility of this idea. In thinking about the middle school we have two objectives.

"We want to create an educational system that would be fiscally manageable and at the same time educationally suitable to the student population we are serving."

"In order to achieve our results," Father O'Shea explained, "our master plan would possible include inter-religious community staffing and inter-parochial financial agreements. Whatever we do in consolidation and/or middle school concept the local areas will have input into the planning."

APPENDIX I. Minutes of Meeting re Middle School

Date: May 17, 1976

Participants: Father Thomas O'Shea, Sister Catherine Marie Kreta, Mrs. Electra Price, Tom Brady, Sister June Kearney, Mr. Al Johnson, Mr. Don Wood, Sister Madeleine Rita Murphy, Sister Sebastian Adza

Members excused: Sister Mary Peter Traviss, Sister Carol Ann Dee

After introductions, Father O'Shea opened the first planning session with a prayer and then thanked the group for their time and input. A presentation followed of the brief history of the educational set-up of the Elementary School Department of the Oakland Diocese and in particular, the planning set-up as it now exists in the Northwest area of Oakland.

Following the slide presentation of the three phases of planning, basic assumptions and needs were explained to the group. A map of the area showing the public and parochial schools, the make-up of the Inter-school Planning Board, general information, a profile of the seven schools, the results of the staff questionnaire and the parent survey were next made available to the group.

We feel that the original four parishes would be better able to manage fiscally a K through 4 program provided grades 5 through 8 could be structured into a Middle School concept.

Questions the group asked:

Could we clarify distinction between Middle School and Junior High?

How can an institution support the whole family structure?

How many children are involved in projection?

What public transportation is available to various schools?

Is there a possibility Holy Names College could be a resource center for training staff (perhaps next summer)?

The full day's meeting will take place at the conference room of the Chancery office on Thursday morning, May 27 at 9:30 a.m.

Our charge is to come up with alternative tentative plans as to the formation of the Middle School concept so that they can hopefully be shared with members of the Inter-school Planning Board on Tuesday, June 1.

Potential Students for Middle-School Concept as of 1975 (as requested)

School	4th Grade	5th Grade	6th Grade	7th Grade
St. Augustine	16	32	27	31
St. Columba	19	11	21	29
St. Frances de Sales	18	18	18	22
St. Leo	26	28	24	32
St. Patrick	25	28	31	30
Our Lady of Lourdes	10	20	13	11
Sacred Heart	38	30	29	32
	152	167	163	187

Respectfully submitted,
Sister Sebastian

Note: We are enclosing minutes of the May 17th meeting. You will also find information and articles regarding the Middle School Concept.

AGENDA

Introduction and prayer

Historical Perspective

Slide Presentation

Rationale

Explanation of packet

Questions?

Explorations

The Future?

Date and strategy

Planning Meeting 3:30 pm

Department of Education May 17, 1976

PARTICIPANTS

Sister June Kearney, S.N.J.M.
Mrs. Electra Price
Al Johnson
Sister Mary Peter Traviss, O.P.
Thomas Brady
Sister Catherine Marie Kreta, C.S.J.
Sister Carol Ann Dee, D.C.

STAFF

Father Thomas O'Shea
Sister Madeleine Rita Murphy, S.N.J.M.
Sister Sebastian Adza, C.S.C.

Participants:

Sister June Kearney, SNJM
Mrs. Electra Price
Al Johnson
Thomas Brady
Sister Catherine Marie Kreta, CSJ

Staff:

Father Thomas O'Shea
Sister Madeleine Rita Murphy, SNJM
Sister Sebastian Adza, CSC
Mark Fischer, Secretary

Introduction

After Fr. O'Shea opened the meeting at 9:40 with the Lord's Prayer, Sr. Sebastian defined the goal of the session as the formation of "alternative tentative" plans with regard to the creation of a middle school in the Northwest Oakland planning district. It was assumed that the middle school would serve grades five through eight.

Morning Session: Definition of Issues

The following issues were isolated and defined during the meeting:

Rationale

Mr. Brady and Sr. June stated that the rationale for the school must be both a response to a crisis and the creation of a "success model." The crisis is the inability of the diocese to subsidize the inner-city schools over an extended period of time, the anticipated demolition of St. Francis de Sales school, and the poor physical condition of St. Patrick's.

The positive aspects of the situation include the advantageous redistribution of students and the opportunities offered by the middle school concept. Redistributing the upper-grade students from the various elementary schools to a single middle school will free the elementary schools to teach younger students (kindergarten and pre-school), whose education is less expensive than that of the upper grades.

The middle school would better satisfy the needs of the 10 to 14-year-old student (for wider educational experiences and pre-adolescent guidance) than the elementary schools, without becoming

a subject-centered junior high type of school.

Students

Sr. Catherine presented three charts detailing the student populations of the Catholic elementary schools in the planning district. If five schools (St. Patrick's, Our Lady of Lourdes, St. Columba's, Sacred Heart, and St. Francis) sent their 6-8 graders to a middle school with fourteen classrooms, the average class size would be 25 students.

Curriculum

Mr. Johnson distinguished the middle school curriculum from that of the junior high. Whereas a junior high has six class periods per day, the middle school sets aside a large (perhaps all morning) time block during which the students receive their core curriculum and establish both a strong group consciousness and an identification with their teacher or teachers. The afternoon is given over to electives. Such a plan frees older students from the protective environment of the elementary school, while continuing to offer support to the younger students.

Race and Class

Mrs. Price raised the question of reluctance on the part of white parents to send their children to a middle school that was largely populated by poorer black students. Sr. Madeleine Rita added that, even among the black families, there are class differences -- poorer students are often shunned, regardless of race. "What would we achieve," she asked, "if we created a center of racial and cultural conflict?"

Mr. Brady responded that the question was "more a wider political problem than a narrowly-defined educational one," and that risks would have to be taken to achieve the moral purpose of creating a racially-balanced middle school.

Community

Sr. Catherine brought out issues with regard to community support for the middle school concept and to the pastoral community of the students. In Los Angeles, she said, a middle school was created with insufficient parental involvement in

planning. The consequence was that a conservative faction was able to dominate school policy, transforming the middle school into more of a junior high school.

A further problem defined by Sr. Catherine is that the middle school, by taking the student out of the parish, did not enhance the student's identification with the parish.

Leadership

Sr. June asked whether the possible creation of a new bishop for the diocese would change the status of plans for a middle school. Fr. O'Shea replied that "We are fairly sure that we'll have a new bishop; but we have no idea about the type of bishop this new one will be."

Mr. Brady made the point that, in contrast to the Oakland Public Schools, the diocesan schools are highly decentralized -- a problem for a united effort such as the creation of a middle school. The kind of parochialism that often makes the elementary schools resemble "rival duchys, principalities, and city-states" cannot work, he said; although responsibility may be shared for the middle school, one administrator alone must have final responsibility.

Fr. O'Shea added, however, that a "diocesan middle school" is almost out of the question. A diocesan school is too easily unionized, he said, and a diocesan-controlled effort often poses a threat to local initiative.

Location

Although Sr. Madeleine Rita said that St. Francis would be the most central location for a middle school, Fr. O'Shea, Sr. Sebastian, and Mr. Brady agreed that Sacred Heart would be a more likely choice. Fr. O'Shea pointed out that the sisters at St. Francis and at St. Leo's want to concentrate on early-childhood education, and the school board at St. Leo's might be in favor of letting the upper grades go to a middle school.

Afternoon: Formation of Policies

In the afternoon session, it was generally agreed that the most likely site for a middle school would be Sacred Heart.

APPENDIX J. Letter of Pastor and Principal of Sacred Heart

SACRED HEART SCHOOL
678 - 41st STREET
OAKLAND, CALIFORNIA 94609

June 11, 1976

Rev. Thomas P. O'Shea
Director of and Superintendent of Schools
Department of Education
2910 Lakeshore Avenue
Oakland, California 94610

Dear Father O'Shea,

At this time Sacred Heart School Faculty would like to go on record as asking to meet with you and Sister Sebastian.

As a staff we wish to express our reflections, questions and reactions to the N.O.C.S.S. proposal drawn up by the resource group.

We feel it is important to talk with you before presenting any plan to our school parents.

Pastor

Principal

cc: Sister Sebastian

APPENDIX K. Minutes of Inter-parochial School Board

Place: St. Francis de Sales

Date: March 11, 1976

Members present: All members present except Cynthia Le Blanc, Joy Rodriquez and Rose Fowler, who were excused.

Guests present: Mary Ellen Waluch, Sister Dominica Marie, Sister Linda Pearsen, Sister Francis Watte, Sister Dorothy O'Brien, Sister Marion Mills, Sister Kathleen Marie, Jeffrey Lewis, Sister Rosemary Delaney, Evelyn Windham, and Gertrude Gaines.

The meeting opened at 7:40 p.m., chaired by Alberta Simmons. There were no formal minutes due to the fact that the February 26 meeting was a planning one in preparation for the February 28 workshop.

The long and short range plans agreed upon at the February 26 meeting were disseminated. A report was given by Sister Francis Rose of the March 3 meeting with Bishop Begin, Monsignor Connolly, Father Osuna, Sister Mary Pat, Sister Francis Rose, Father Howard, Cynthia Le Blanc, Father O'Shea and Sister Sebastian. A list of these short range plans in order of priority as well as suggestions for improvements to be made to the other three schools were passed out. Sister explained how Monsignor Connolly had presented a fourth plan; that of retaining and restoring the front section of St. Francis de Sales, subject to a cost estimation. This suggestion was agreeable to everyone present because it established the pattern of the feeder school idea and was in line with the long range planning goals.

On March 5, Father O'Shea met with the Bishop and Monsignor Connolly and was told that the amount estimated was $325,000 and that it was felt that this amount was much too high to spend on a limited number of families.

On March 6, the Bishop informed Father Osuna of the same figure, which he repeated was exhorbitant, prohibitive and out of the question.

Sister Sebastian relayed how on March 10 she and Father O'Shea had met with Monsignor Connolly and Clem Finney at which time a reconsideration of their first decision took place and it was agreed that St. Francis should be requested to submit a written design with specifications and minimal requirements.

Sister Mary Pat next presented an informative map showing parish boundaries outlining the surrounding parish areas where, if St. Francis did close, there would be an absence of any Catholic educational institution for young children.

The locations of the homes of the Catholic and non-Catholic families were also indicated, as well as the grades and parishes of all the children in the school. A discussion took place concerning the jeopardy that individual poor parishes are really placed in. Evidence proves that a parish gets the benefits of educational programs and/or services as long as it has the resources to pay for them. Inner city parishes that do not have substantial annual incomes will lose out and to that extent, they are powerless unless some alternate type of central financing is forthcoming.

The question was asked whether St. Francis should just teach the Catholic children in the Kindergarten to eighth grades next year. Reactions to this question were given by regular members as well as guests and most all present agreed that parochial school education should be made available to Catholics and non-Catholics alike. Feelings of frustration were expressed by some members while others voiced feeling of optimism, that in spite of all the set backs every effort should be made to keep some form of education on the Cathedral site.

It was agreed that Father Osuna would make immediate arrangements to meet with the Bishop, Father O'Shea and Sister Sebastian in answer to the request made for a description of on-site education at the Cathedral.

A motion was made by Father Osuna that if there is a negative response on the part of the Bishop (no education whatsoever at the Cathedral), then at the March 25 meeting community organizers would be invited to help strategize a projected protest. Before voting on this motion Father O'Shea disagreed with this particular strategy as he felt other avenues still needed to be taken. The vote resulted as follows: 8 yes, 3 no, 1 abstain. Neither Father O'Shea or Sister Sebastian voted, as they are ex-officio members. The motion carried.

An announcement was made that the next meeting would be held at St. Francis on March 25 at 7:30 p.m.

The meeting adjourned at 10:45 p.m.

Respectfully submitted,

Sister Sebastian

Note: The meeting with the Bishop took place on March 15. The Bishop was asked to write a response to our conversation which is enclosed. Sister Mary Pat's letter to the parents is also enclosed.

APPENDIX M. Letter from St. Francis de Sales Parish Council

ST. FRANCIS DE SALES CATHEDRAL
634 - 21st Street
OAKLAND, CALIFORNIA 94612

December 6, 1976

Rev. Thomas P. O'Shea
Director of Education
Catholic Diocese of Oakland
2900 Lakeshore Avenue
Oakland, Ca., 94610

My dear Father O'Shea:

The Parish Council of Saint Francis de Sales has set forth every effort and explored every alternative to continue pre-school and elementary education in the Parish.

There is not adequate space for quality pre-school and elementary education in the two classrooms in the planned new Diocesan Center.

Therefore, it is with deep regret that the Parish Council announces that the pre-school and elementary education shall be terminated at the conclusion of the 1976-1977 school year.

Sincerely yours,

The Parish Council of
St. Francis de Sales Cathedral
Oakland, California, 94612

Owen J. Hope

by Owen J. Hope, President
Parish Council

OJH:jg

APPENDIX O. Sample of Lamb Fire

by John Garcia, 7th
Sr. Dorothy, St. Patrick

RUNNING FROM THE DEVIL

One day I was hiking through the forest when a man walked up to me. He had on a big coat with a hood over his eyes. He also had a long snake-shaped cane in his hands.

All of a sudden he snatched off his hood and his coat, and dropped them to the ground. It was the devil in a red cape with two points sticking out from the top of his head! Then his stick began to change into a pitch fork. He started coming after me and I ran.

When I got far up ahead of him I saw a mirror. I put it on a branch hanging down from a tree. When my pursuer came and saw the mirror, it scared the devil out of him.

by David Webb, 8th
Sr. Eugene Francis, St. Patrick

APPENDIX P. Proposal To Repair Sacred Heart School for the Deaf

Attn: Mr. Clem Finney

Re: Sacred Heart Gymnasium Repairs

Dear Friends:

I propose to furnish all labor and materials to repair Sacred Heart's gymnasium for the sum of $58,000.00.

This proposal includes the following:

1. Relocate and replace the existing rear fire escape.

2. All the work shown on sketch drawn by Reynolds Chamberlain & Ruano, architects, titled "Sacred Heart Church Fire Safety Proposal".

3. Repair the fungus damage to the east wall of the building.

4. Replace the sheet metal boiler and hot water heater flues up to the existing transite stack. Resecure the transite stack to the building.

5. Repair the down spouts and replace flashing where the low roof meets the wall.

6. Replace the roof both high and low.

7. Replace 5 of the wood sash in the gymn with aluminum sash with plastic glazing. Note I have arbitrarily picked 5 sash, if you wish to replace more or less the cost is $375.00± each sash.

8. Replace the gymn floor at the basketball keys and patch the floor at the rest of the broken boards. (This will repair the existing floor but will not cure the problem of the boards breaking.) Note: If you wish to install a new hardwood floor over the top of the existing floor add the sum of $12,700.00 to the above price.

9. Paint all of the work that is new or disturbed by the above repairs.

The above work will be done with dispatch in a neat and orderly manner by skilled craftsment.

Sincerely yours,

Stuart MacIntyre
B. Stuart MacIntyre & Son

Reynolds · Chamberlain and Ruano

September 27, 1978

Catholic Diocese of Oakland
2900 Lakeshore Avenue
Oakland, CA 94610
Attn: Clem Finney

RE: Sacred Heart Parish
Classroom and Gym Building

Dear Clem:

We have met at the site with Mr. Catalano from the Fire Prevention bureau and reviewed the work to be done as per our drawings.

Sister Frances informed me that the 4 classrooms are to be used for Pre-school children. This makes the area a little more restrictive so, it was recommended that the folding doors, extending the long way of the space, be eliminated to provide more direct exit. In addition, the hall is to be covered with 5/8" gypsum board and all doors shall have panic bars and hardware, which are at all times openable from the room similar to A70PD. I believe all this exists, but wherever it doesn't, it is a requirement.

All windows under and within the relocated, exterior steel stair, shall be steel with wire glass. All doors in the same location shall be 1-3/4" solid core with closers.

The Boiler Room walls on the Storage Room side, shall be covered with 5/8" gypsum board and doors with storage Custodial Room shall be 1-3/4" solid core with closers.

Any additional data is found on the drawings. We have received approval from the Building Department, Captain Bailey of the Fire Prevention Dept. and from Zoning. I left the application with you already for a permit to be secured by the Contractor.

we will work on this project, as you need us or as we can be of use.

Our work will be billed on an hourly basis of $25.00 per hour.

This investigation report and drawings as necessary to secure the necessary approvals from the City Hall is as per our conversation.

6 hours @ $25.00 = $150.00 maximum

Sincerely,

Robert Ruano, AIA CSI

RR/rg

DIOCESE OF OAKLAND

25 October 1978

Sister Eileen Marie Cronin
Director
Ellen K. Raskob Learning Institute
Holy Names College
3520 Mountain Blvd.
Oakland, California 94619

Dear Sister Eileen Marie:

Bishop Cummins has approved your request for a contribution of $10,000 to the Ellen K. Raskob Learning Institute. This is a grant to match funds from the Raskob Foundation for training teachers as resource specialists for parochial schools in the Diocese of Oakland.

It would be most helpful if you would meet with representatives of the Diocesan Department of Education in revising your original plan to increase learning achievement among children in the elementary schools of the diocese.

Best wishes for the success of this significant endeavor.

Sincerely,

Reverend William Macchi
Vicar General

WM:mcb

cc: Bishop Cummins
Rev. Thomas O'Shea

APPENDIX S. Proposal to Repair St. Patrick's

MEMORANDUM

TO: Bishop Cummins, Msgr. John Connolly, Father Brian Joyce, Clem Finney

FROM: Bill Macchi DATE: Oct. 20, 1978

RE: St. Patrick's Parish, West Oakland

PART I: Meeting with Pastor, Father Winters, October 19:

Father Winters expressed a hope for:

1) a new rectory,

2) a new gym-auditorium complex including:

meeting rooms
kitchen and cafeteria
storage space
office and school space
showers and locker rooms if St. Patrick's ever becomes a central junior high school

PART II: Summary of meeting with Sisters at St. Patrick's Parish, Oakland, September 28, 1978.

BUILDING PLANS AND HOPES

1) Demolish

rectory, hall-gym complex, garage, shed attached to garage, unused lavatory building

2) Build

rectory and garage
hall-gym complex

3) Hall-gym complex: rooms

cafeteria to seat 120
modest gymnasium with stage
kitchen
2 or more smaller rooms
storage space for school and hall
office space
food and clothing distribution room
library

4) Hall-gym complex: functions (see "room" above)

-serve 240 students, e.g., choir, assembly, recreation
-extra space for school: art, library, tutoring
-social service programs: classes, job training, legal assistance, emergency food and clothing distribution, offices
-community meetings, senior citizens
-summer programs
-Before and after school child care program
-storage

5) Design

-lay out meeting rooms to minimize noise and traffic
-food and clothing distribution area should allow separate access for privacy, etc.
-build during summer 1979?

6) Rectory

St. Vincent de Paul office

PART III:

The convent needs to be painted.

WM:mcb

APPENDIX U. Letters from the Principals

Rev. Thomas P. O'Shea
Superintendent of Schools
Department of Education
Diocese of Oakland
2910 Lakeshore Avenue
Oakland, Calif. 94610

November 22, 1978

Dear Father O'Shea,

It has been three years since the formation of the Inner City Planning Board, on which St. Columba, St. Francis de Sales, Sacred Heart and St. Patrick, along with Sr. Sebastian, Tom Brady, yourself, and many others worked so diligently to provide a framework to promote a more stable, viable future for the schools located in the Northwest area of Oakland. Many developments have occurred since that time, and at present our future appears to be more secure than it has in several years. Since you were so very involved in the Inner City Planning Board and you have always expressed a deep concern for the future of St. Columba, I would like to share with you the developments that have occurred in the formation of the Inner City Planning Board and our potential for the future.

One of the main contributing factors to St. Columba's stability has been the increase in enrollment. When the Inner City Planning Board was formed, enrollment the previous year had been about 162 students. At the end of October 1978, our enrollment had increased to 305 students. With the constant increase in enrollment to full capacity this year, families in the Parish community view St. Columba as a stable institution and are returning to the school when they once had fled because of the possibility of the school being closed.

Needless to say, with the increase in enrollment our finances have improved, but other factors have also influenced our financial status. With the development of a Tuition Committee that worked very closely with the school, families were not allowed to become delinquent with their tuition; and where there were special situations, arrangements were made to accommodate the needs of the families. Also with employment of a full time secretary, communications between the school and families on financial matters eased the strain that had once existed.

As enrollment did increase, there were academic benefits that were derived which were not available before. In 1972, the entering first grade registration was so small that the pastor closed the first grade. The following year it was necessary to have a combination class of second and third graders. Last year, in 1977, we were able to separate the classes and we now have separate seventh and eighth grades which would have been a combination class. With additional finances derived from increased enrollment, other areas were added to the curriculum, such as a singing teacher, physical education teacher, and just this last year a multicultural coordinator. Also the increase in enrollment did bring in additional federal funding which allowed us to provide an instructional aide for each class during the morning period, which

provided more individualization for the students and many materials and supplies to meet the needs of the students.

As a result of this input in the academic area, the achievement level of the students has improved. This information was documented recently as the staff reviewed the SRA achievement test scores and the growth scale for students who had been in the school for a year or more. The parents, through various means of communication, have been informed of their individual students' academic success plus the total academic achievement the school has made over the past three years. This also has added to our credibility as a stable institution.

St. Columba has had almost a 100% Black enrollment, yet now we are beginning to experience some changes in the neighborhood and the ethnic composition is beginning to change slightly. There are now Whites, Orientals, Middle Easterners and Hispanics that make up our student body. This is a real asset to the school, because as the students socialize, they share the richness of their diverse cultural backgrounds.

A real concern that has emerged has been that there is a high percentage of non-Catholics that have been and are enrolled in the school. Yet though we have had and do have a high percentage of non-Catholics, it has not affected the Catholicity of the school or its religion program. It is made clear to all parents entering that this is a Catholic school and therefore Catholic religious instruction is taught to all and there are liturgical services that every student is expected to attend and participate in. We have found that the Christian fellowship of the non-Catholics with our Catholic students has added another dimension to our religion program, but it has been an asset to everyone's Christian Education experience.

Preceding and during the functioning of the Inner City Planning Board, surveys were made concerning the physical plant of the school. Since that time, many improvements have been made and several of the recommendations of the Inner City Planning Board have been achieved. The school's auditorium and kitchen have been completely remodeled. The entire interior of the school has been painted and new tile has been put in the hallway. The improved physical appearance of the school has contributed much to the more positive attitude of St. Columba's being a viable Catholic institution of learning for the future.

As we do look to the future, things look brighter and better than they have in possibly a decade. Enrollment is up, academic achievement is improving, the parish community views the school now as a stable institution in the community, and the physical plant has undergone some basic remodeling to enhance its appearance and usefullness. Now with the Bishop indicating he will be providing some Diocesan subsidy, we feel that St. Columba can begin to make plans for the future as we continue to provide Catholic Education for the families of the North Oakland area.

I hope that after reading this letter you will perceive that the efforts of the Inner City Planning Board were not in vain. Many of the successes we have achieved were because the Board made us aware of certain situations and helped us cope with the problems as they did arise.

I would like to thank you for your cooperation and assistance with our school over the past four years and I look forward to working with you in the future.

Respectfully yours,

Diana F Adams

Diana Franklin Adams

SAINT PATRICK'S SCHOOL
920 PERALTA STREET
OAKLAND, CALIFORNIA 94607
TELEPHONE: (415) 832-1757

November 15, 1978

Dear Father O'Shea,

I am writing this letter in response to your recent phone call concerning the growth process through which our parish school engaged in self-evaluation during, and since, the December 1974 Walk-Through.

As you know, the Diocesan School Board sub-committee on plannin initiated a future planning process trying to involve four school communities which were having similar problems. At that particular time our school, St. Patrick's, was experiencing serious financial difficulties. There were many questions as to how long our school would remain open. Morale of parents, staff, and students was low. In general, that period of time was a very bleak period for us.

There were many positive things that happened to us as a school community because of our participation. We had to step back and really look at what kind of services we were providing and where we could improve. The process we went through as parents, staff and students made us see that we are a valuable institution. Attitudes began to change. We felt more and more that we could plan and control our own future.

Today finds us facing the future with much hope. Noone speaks of closure at all. Morale is high amongst staff and parents. There is a new climate of security in our future.

We continue to serve a community which is economically poor, mostly Black, and 39% non-Catholic. The process enabled us to look at, evaluate, and reaffirm our strong Catholic tradition.

There has been a restating of Diocesan commitment to our parish to the point that the Diocese is building a new parish center for us at no cost to the parish. Our religious community has reaffirmed its intention to staff the school at the number of sisters we now have.

Painful as it was, in retrospect we feel that participating in this process and continuing the same basic types of evaluations has helped us to become a school/parish community with a more positive vision of Catholic Education in West Oakland.

Sincerely yours,
S. Barbara Flannery
Sister Barbara Flannery
Principal

SBF
dob

Reverend Thomas P. O'Shea
Director of Education,
Superintendent of Schools,
Diocese of Oakland
2910 Lakeshore Avenue
Oakland, California

Dear Father O'Shea,

As the Principal of Sacred Heart School I am writing in response to your request for a comparative analysis between the early 1970's and 1978 at Sacred Heart School, on the following points.

1. Student Climate in Sacred Heart School

Sacred Heart School is very conducive to the religious, intellectual, social and psychological development of students.

The discipline is such that it provides the security and atmosphere the students need to achieve their goals in Christian values and academic growth. This has been reflected in our test scores.

The students are happy and feel a sense of achievement. (This is always noted and commented on by visitors.)

Through the Student Council all grades (1-8) have some control and responsibility for directing school activities.

2. Academic Achievement of Children

There has been a steady improvement of standardized test scores, and this continues throughout the grades. In the early 1970's there was a decline of the test scores in the middle grades. This is no longer true.

See attached sheets for 1977-78 test statistics.

Approximately 95% of the 8th grade pupils who apply for admission to a Catholic High School are accepted. Reports from the high schools indicate most of our students do very well.

3. Morale of Teachers

Through the leadership of the Pastor and Principal, Sacred Heart School has strengthened teacher morale. The teachers are dedicated, well trained people, who have a sincere concern for others--fellow workers, students and parents.

Since 1974-78 the morale of the teachers has been particularly good. This has been noted on yearly evaluations of the Administration and Faculty done by Community Supervisors and Department of Education Personnel.

4. Parent Participation

Considering most of the parents work, we have had good parent participation. There is a genuine concern on the part of parents for their children. Parents who are able volunteer in the school and are involved in offering the children extra curricular activities.

Back to school night, discussion meetings of school academic and non-academic expectations have had good attendance the past three years.

5. Financial Support

With the constant rise in the cost of living Sacred Heart School has raised tuition and registration fees regularly through the years. Tuition still is per family. To date parents whose children have gone through Sacred Heart School have made regular payments and cooperated in supporting school fund-raisers.

6. Non Catholic Enrollment

Sacred Heart School serves Catholic students for 23 parishes in the Diocese of Oakland. While the non-Catholic enrollment at Sacred Heart School has increased through the years, the school has been able to maintain strong Christian values and get a committment from each parent on family prayer and participation in religious services. All Sacred Heart School students participate in regular school liturgies, para-liturgies, and prayer in the classroom and at assemblies in school.

7. Ethnic Distribution

The ethnic distribution of Sacred Heart School families integrates Caucasian, Oriental, Mexican-American, with the greatest percentage Black. We consider this wide ethnic distribution very broadening for all our students.

8. Enrollment

Our present enrollment is 276, the highest in the past six years. We have had a Kindergarten since 1975. Our classes average 30 pupils each. Many more students would enroll but we feel our type of child requires the kind of attention and help which would be impossible to give with more pupils in a classroom. Sacred Heart School absorbed students from St. Mary's and St. Francis de Sales when their parish schools closed.

9. Adjoining Building

Bids are currently being taken on the renovation of the adjoining gym building. In the light of the sound structure and varied use of the building, along with our hope to soon open a Pre-School there, Sacred Heart School expects that the Diocese will willingly approve and sustain the re-construction costs and thereby serve another critical need in this area.

Sincerely,

Sister Francis Rose

Sister Francis Rose
Principal

attachment

Archdiocese of Dubuque

OFFICE OF EDUCATION

P.O. 1180 • 1229 Mount Loretta • Dubuque, Iowa 52001 • 319-556-2580

October 27, 1975

Reverend Thomas P. O'Shea
Superintendent
2910 Lakeshore Avenue
Oakland, CA 94610

Dear Tom:

It was great to see you at the Milwaukee Convention. I am very excited about your effort to bring about an internalized commitment to consolidation among your people. Thank you for the booklet "Take Part Workshop and Awareness Walk". Could I please ask you that you send me any complementary materials that would be helpful in understanding this project?

Let us continue to pray for one another.

Fraternally yours,

Rev. Russell M. Bleich
Assistant Superintendent of Schools

RMB/jss

APPENDIX Y. Communication from National Office of Black Catholics

NOBC
NATIONAL OFFICE for BLACK CATHOLICS
[redacted] • Washington, D.C. 20005 • (202) 347-4619
1234 Massachusetts Avenue, N.W., Suite 1004

March 4, 1976

Sister Sebastian Adza, C.S.C.
Executive Secretary
Department of Education
Diocese of Oakland
2910 Lakeshore Avenue
Oakland, California 94610

Dear Sister Adza:

Thank you very much for your letter of January 29, 1976 and also for the information you enclosed.

I'm very pleased to know that you found the statements on education to be accessive, and that you are able to support it.

Naturally we are concerned about the education of all children, especially that they have advantage of the best opportunity possible. However, I'm sure you appreciate the necessity, for purposes of the statements we were making, of focusing specifically on the Black Community. I'm sure you would also understand this from the point of view of ensuring that the educational services provided by the church are, in fact, available to all children.

Thank you very much for the organizational information enclosed.

Sincerely,

Joseph M. Davis, S.M.

Brother Joseph M. Davis, S.M.
Executive Director

amb

APPENDIX Z. Unsolicited Responses

June 7, 1976

Reverend Thomas P. O'Shea
Superintendent of Schools
Diocese of Oakland
2910 Lakeshore Avenue
Oakland, California 94610

Dear Father O'Shea,

Thank you for the opportunity to participate in the May 27th middle school planning day. You are to be commended for your courageous leadership in undertaking such a project.

I enjoyed the day and I appreciated all the preparation that made up such a day. Sister Sebastian did a wonderful service for us in organizing the materials in such an orderly way.

Be assured of my continued prayers and support for the project. If I can be of further assistance, please do not hesitate to contact me.

May you have a renewing and enriching summer.

Sincerely yours in Christ,

Sister Catherine Marie Kreta, CSJ

Sister Catherine Marie Kreta, CSJ
Director of Elementary Education

SCMK:smn